Prosody instruction: soft skills and effective communication development through drama techniques

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Abstract

Due to the rapid globalization, the increase in the use of technology, and the role the English language has taken in this process of connectivity by becoming a lingua franca, more stress is laid on interpersonal and intrapersonal skills for an individual to participate in the globalized world and to communicate effectively. Consequently, soft skills have become a paramount quality that students, teachers, and other professionals need to possess "to communicate with the entire world, with the people of different nationalities, various backgrounds, and diverse experiences" (Bhatnagar, 2011, p. vii). Nevertheless, university curricula and EFL programs focus primarily on technical and linguistic knowledge learning such as grammar, speaking, listening, vocabulary learning, and pronunciation; overlooking suprasegmental aspects of language that will enhance effective communication and soft skills; even though they are "essential not only for students but also for teachers and other academic consultants" (Bhatnagar, 2011, p. 2). Therefore, prosodic training appears to boost intrapersonal and interpersonal communication in pursuing a strategy that might contribute to the situation described above. These factors will lead to communicating effectively with the English-speaking community (native and non-native speakers). Thus, this pedagogical proposal aims at training pre-service teachers from the Universidad Pedagógica Nacional in the use of Prosody through drama techniques to strengthen their soft skills to become effective communicators

Keywords: Prosody, soft skills, effective communication, interpersonal skills, intrapersonal skills

CHAPTER I

Characterization

Institutional context

This pedagogical proposal was designed considering the needs observed in a group of pre-service teachers from the eighth and ninth semesters of the *Spanish and Foreign languages* and *Spanish and English languages* teaching programs from the Universidad Pedagógica Nacional (UPN).

The UPN, founded in 1962, offers 20 undergraduate programs and 19 graduate programs. Among them, two five-year undergraduate language programs: *English and Spanish Languages teaching* and *Spanish and Foreign language teaching.* Graduates must score a C1 in English or French proficiency level as agreed in the *Resolución 18583 from 2017.* Consequently, pre-service teachers learn pedagogical and linguistic concepts and notions through constructive and interactive pedagogy-based training divided into the foundation and deepening cycles. There, students are taught pedagogy, communication, literature, language sciences, and investigation.

The former curriculum established that language pre-service teachers must attend an English foundation cycle for five semesters. There, pre-service teachers' writing, reading, speaking, and listening skills are enhanced. By the sixth semester, students must attend a subject that collects all students' English knowledge and aims at preparing them to obtain a C1 proficiency level in international exams.

Even though both language programs share the foundation cycle, other subjects are only offered to pre-service teachers from the *English and Spanish teaching program*. In this regard, pre-service teachers are introduced to English academic writing for three semesters;

they also get acquainted with Spanish and English phonetic systems, focusing on segmental training for one semester only. Moreover, in the sixth semester, they must attend a foundation English literature course. While pre-service teachers from the *Spanish and Foreign Language teaching program,* on the other hand, attend a line of subjects devoted to French language learning.

Pre-service teachers strengthen their linguistic and pedagogical knowledge during semesters sixth and seventh by attending specialized subjects covering English language teaching, applied linguistics, and English literature.

Target Population

This proposal started as a case study with a population of ten pre-service teachers who were between twenty-one and twenty-four years old. They were from the eighth and ninth semesters of the *Spanish and foreign languages* and *Spanish and English* teaching programs from the Universidad Pedagógica Nacional. Nevertheless, considering the circumstances surrounding the global Covid-19 pandemic, there was the need to turn this into a pedagogical and innovative proposal. Therefore, the description of the target population was developed considering the diagnosis applied to the original population; applications of this proposal must follow similar conditions.

 Initially, participants presented a 50-minute English test from *EF Education First* aligned with the *CEFRL,* intended to score their listening, and reading proficiency levels. In this respect, results revealed an English domain up to upper-intermediate (B2) and advanced (C1) in terms of the previously mentioned skills.

Additionally, participants prepared and taught a 10-minute class to assess their speaking skills. In this respect, a qualified teacher from the University helped score the videos and assess pre-service teachers' English levels and growth opportunities. Results

showed that participants are fluent, even though some can communicate more effortlessly than others. Besides, they showed having a good vocabulary range even when having gaps that caused hesitancies. Regarding grammatical accuracy, most participants revealed having difficulties with sentence structure, including removing content words, changing question structure, and adding unnecessary function words within a sentence. Even so, mistakes made did not affect meaning in most scenarios.

Regarding phonological control, 30% of the participants showed a strong influence of their native tongue. Some of the sounds were changed entirely and altered meaning. Nevertheless, 70% of the participants showed sufficient control over most English sounds. It is essential to highlight that for the pedagogical proposal to be carried out successfully; participants should not show pronunciation opportunities that affect *clarity* in entire interactions; if this is the case, a short session of pronunciation training should be delivered before the pedagogical proposal is applied.

Concerning Prosody, participants used prosodic features of their native language by changing intonation for questions and affirmative statements, omitting, and changing stress patterns and rhythm within a sentence, and altering word stress. Consequently, the meaning, authenticity, and engagement were even more affected than with the slight influence of their native tongue in their pronunciation.

Statement of the problem

To receive their diplomas and communicate effectively with peers and students, pre-service teachers from the UPN must use language fluently and spontaneously for social, academic, and professional purposes by producing clear, well-structured, and detailed speeches, varying intonation, and using sentence stress correctly (CEFR, 1996, p, 24).

However, based on the tests applied, pre-service teachers cannot vary intonation or use sentence stress properly to clearly communicate in the contexts mentioned earlier. Moreover, their fluency and spontaneity are impacted due to their lack of confidence and grammar control. Likewise, according to the questionnaire applied, pre-service teachers stated the University does not provide them with tools to communicate effectively with their students or co-workers. More importantly, most of them claimed not feeling confident when speaking in public or teaching a whole class in English. This, therefore, affects their self-concept (intrapersonal skills) and performance (interpersonal skills). The reason, non-native English teachers are more insecure and self-aware of their English proficiency as this, precisely, constitutes the underpinning of their professional confidence; the results aforementioned underline the need for the UPN to emphasize on prosody instruction to develop soft skills (intrapersonal and interpersonal skills).

This need can also be sustained by the linguistic approach some subjects have. First, although the UPN provides pre-service teachers with three oral and written expression class modules, more time is devoted to writing. This fact is illustrated by the score difference from their written and spoken tests; the data collected revealed that pre-service teachers were proficient users of written grammar. Nonetheless, according to the spoken diagnostic, grammatical accuracy only goes up to upper-intermediate when speaking.

On the other hand, although the instruction on phonetics and phonology is an excellent contribution to pronunciation skills development, this class is exclusively directed to students from the Spanish and English education program during one semester only, and its focus is on articulatory and acoustic phonics and English segmental features, which leaves no time to studying and developing prosodic features, which are imperative for pre-

service teachers to communicate intentions and develop self-confidence; elements that pre-service teachers lacked during the oral test.

All aspects considered, prosody instruction might help improve pre-service teachers' self-image (intrapersonal skills) and enrich their communication skills (interpersonal skills) and how they relate to their peers and students.

Objectives

- To promote the development of soft skills and effective communication in pre-service teachers at the UPN with the implementation of prosody instruction through drama techniques
- To design a pedagogical and didactic innovation proposal that enhances the development of intrapersonal and interpersonal skills through prosody instruction and the use of drama techniques

Rationale

Several studies in the EFL teaching area have approached the primary constructs of this proposal: Prosody, soft skills, and drama techniques. Still, some aspects have been overlooked or not associated with before. To start, prosodic training has been missed on several occasions, and little has been written about Prosody and soft skills development. In this regard, when it comes to improving communication skills, pronunciation training is one common approach. In this sense, teachers and researchers approach communication in EFL starting from the belief that the mis-production of certain sounds affects intelligibility and, therefore, may affect, or even disrupt, the communication process.

Nonetheless, prosodic errors affect intelligibility even more than the mispronunciation of sounds does. In this sense, prosody instruction enters as an alternative to help non-native English speakers improve their interpersonal skills and communicate effectively in authentic contexts, where intentions and emotions take place. Likewise, Prosody is also a tool that can add power to speeches. Because of that, Prosody has an essential role in developing confidence, ownership, and improving self-image, essential elements of intrapersonal skills. What is more, prosody instruction will help pre-service teachers improve their self-image, feel more confident and comfortable when speaking English and when teaching it, and will help them communicate effectively.

On the other hand, drama techniques have been previously used to develop speaking skills, increase motivation, and decrease anxiety. Nevertheless, they have not been used yet to teach Prosody and develop soft skills. More importantly, drama has been previously referred to as plays, role-plays, and others. While drama techniques here refer to the tools actors use in their training, the preparation before the play: imitation, vocal training, reflection, discussion, among others.

In short, there have been efforts to approach the importance of prosody instruction and the need to implement drama techniques in the classroom to improve students' communication skills and motivation towards EFL learning. Nevertheless, soft skills are still an area that is overlooked both in students' and pre-service teachers' education programs. Because of that, this proposal aims at creating a prosody instruction program that helps pre-service teachers develop intrapersonal and interpersonal skills that will help them communicate effectively with the teaching community, their students, and the English-

speaking public through the implementation of drama techniques. Moreover, this could

contribute to the UPN's pre-service teaching program.

CHAPTER II

State of the Art and Theoretical Framework

This chapter includes the state-of-the-art and theoretical framework that nurture this pedagogical proposal. Here, five international study papers were considered to support the state-of-the-art on soft skills and effective communication development in pre-service teachers using prosody instruction and drama techniques. Moreover, for the theoretical framework, the four primary constructs of this proposal are unveiled. Those primary constructs are soft skills, effective communication in EFL, Prosody, and drama techniques.

State of the Art

Due to the need to support the importance of prosody instruction in the EFL classroom to develop soft skills and become effective communicators, this section of the document presents the review and discussion of different international research that displays the current situation of investigation related to pre-service teachers' soft skills and effective communication development.

The first valuable research on drama techniques considered is *Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom.* This present article is a study in which Torrico (2016) looked for a solution regarding high school students' lack of motivation towards the EFL class in Spain. To carry out this investigation, second-year high school students were selected to participate in the research. Here, students were given a set of activities, such as role-playing, improvising, simulating, and socializing scripts, that would foster students' motivation. Following the investigation results, enhancing speaking skills and drama techniques during the teaching-learning process create

meaningful contexts and allow students to obtain independence, responsibility, and interest in their learning process. In this sense, this study is relevant for the current proposal because it discusses the usefulness of recreating an atmosphere of confidence and ownership through meaningful drama activities that will help students understand the importance of learning a foreign language and becoming motivated towards it. Moreover, it adds extra value to this proposal, as drama techniques increase pre-service teachers' confidence and ownership to develop soft skills.

Additionally, *Using Drama Activities in an Oral Expression Class for Trainee English Language Teachers in a French University setting* conducted by Gray (2015) is an investigation based on the writer's self-reflection in his teaching practice. Its main objective was to provide trainee English language teachers-from a Master's program- with the tools to perform skillfully in the oral exam of the CAPES (Certiicat d'aptitude au professorat de l'enseignement du second degré). In this perspective, candidates would be confronted with high-pressure situations such as presentations and questions, which would require them to have linguistic knowledge of the language and a good command of paralinguistic aspects of language. To carry out this investigation, the author used a drama-based approach to boost oral skills in his oral expression class, so students could immerse themselves in the target language by participating in simulations or role-plays. Because of that, this investigation nurtures this pedagogical proposal as Gray helps Trainee English Language Teachers become more confident, self-aware and improve their performance when communicating by using body language, eye contact, voice production, and spontaneous speaking, which will be fundamental soft skills for pre-service teachers to become effective communicators.

On the other hand, *Introducing Prosody in the Language Classroom,* conducted by Ros in 2014, supports the significance of teaching linguistic aspects such as Prosody in the ELF classroom. The main objective of this study was to show to Spanish students the role and importance that Prosody plays when it comes to clear and effective transmission of information. To boost the inclusion of these skills, Ros implemented an unofficial optional unit named Practical *English* in the subject as a response to the inexistence of prosodic teaching in EFL classrooms. There, a communicative approach -which included intonation and tonicity- was used to increase the awareness of pronunciation and intonation in learners of foreign languages for them to fulfill the expected communicative standards. Thus, this study revealed that implementing a didactic unit might motivate students to learn and be aware of the usefulness of oral skills when learning a foreign language. In this sense, this study is relevant for this proposal because it displays the importance of involving the prosodic aspects of language in the EFL classrooms since they help students develop soft skills and effective communication.

Another vital research in this area is *An integrated Approach: Techniques for Teaching Pronunciation Skills and Communicating in the ESL classroom,* conducted by Bainbridge & O'Shea in 2010. The study aims at helping students from ESL successfully communicate by mastering suprasegmental aspects of language. This investigation does not focus on defining Prosody, but it describes a set of activities used in a real classroom to help students become effective communicators. One contribution of this book chapter is acknowledging that teaching pronunciation itself will not make a non-native English speaker communicate effectively and avoid all the barriers in the communication process. Precisely, prosodic instruction will make the difference whether it is in an ESL or EFL

classroom. As the authors claim, what makes English speakers understand non-native speakers are stressed syllables in which rhythm and punctuation are emphasized. Besides, they also consider the inclusion of body language and voice training in the activities. Thus, this study is relevant for this proposal since it shows that the understanding and application of Prosody may boost pre-service teachers' communication skills to communicate effectively.

Then, bearing the importance of soft skills teaching, Spirovska (2015) conducted the study *Integrating soft skills in higher education and the EFL classroom: knowledge beyond language learning.* The author highlighted the critical role those soft skills played in the learning process of a foreign language and proposed some models that might be implemented to foster the inclusion of soft skills within the EFL classroom. Those methods are task-based and problem-solving activities, group work involving discussions, and delivering oral presentations. Moreover, Spirovska points out the significance of integrating soft skills into professional and academic fields due to the growing social demand for these skills. In this sense, the research participants asserted that having acquired soft skills during their undergraduate learning process could have been helpful for their job performance for them to communicate appropriately. As a result, it was possible to identify students' lack of interest in integrating soft skills teaching during language learning and its further consequences in the labor market. Hence, Spirovska's research offers this proposal a view of the current importance of acquiring soft skills in the classroom when learning a language. In this regard, including soft skills as part of the training process can lead pre-service teachers to incorporate soft skills and effective communication in their teaching, pedagogical, and personal performances.

Theoretical framework

Soft Skills

Soft skills are the personal and interpersonal skills that complement technical knowledge; they "represent one of the fundamental attributes that the new knowledge-based economy seems to be demanding of the employers, employees, and organizations" (Bhatnagar, 2011, p. 3). Due to their subjectivity, soft skills are more difficult to define and measure. Because of that, many scholars have identified different sets of skills and sub-skills to define this concept. One example is Brungardt (2011), who identified four soft skills: *problem-solving, decision making, teamwork*, and *communication*. On the other hand, Bailly & Léné (2013) classified soft skills into three categories: s*ocial and interpersonal, emotional skills, and behavioral attitudes*. These, consequently, are divided into sub-skills. To illustrate, social and interpersonal skills comprehend communication skills, interpersonal skills, teamwork, among others. At the same time, emotional skills have to do with intrapersonal skills. In that sense, for this pedagogical proposal, soft skills comprehend intrapersonal and interpersonal skills, closely linked to effective communication skills.

Intrapersonal and Interpersonal Skills. Intrapersonal skills are the strategies that allow people to manage emotions and set goals. Also, they are conceived as the dialogue within a person's mind; this is intrapersonal communication (Matter, 2019). In this sense, intrapersonal communication is thought of as *talking to oneself,* but it is not limited to that; the positive or negative dialogue will shape a person's self-image and, therefore, it will affect his/her interpersonal communication.

How an academician forms perceptions about himself and the role of this self-perception in developing self-esteem, is the domain of intrapersonal communication. How a communicator perceives himself/herself, how he estimates his self-worth and the way he/she talks to herself/himself, positively or negatively is heavily reflected in interpersonal communication. (Bhatnagar 2011, p.15).

In other words, the way people think of themselves will determine their actions and others' perceptions about them. That is to say, intrapersonal communication is the first step to interpersonal communication. In other words, "The teachers' behaviors are highly influenced by their beliefs, and, in a certain way, these enhance their teaching practice" (Williams and Burden, 1997, as cited in Espinosa-Vargas,2018 p. 107). For instance, if pre-service teachers' self-image is negative, they will transmit the same feeling to their students. Therefore, if teachers lack confidence, students will notice, and their performance and competitiveness will be affected.

On the other hand, interpersonal skills refer to the ability to interact and communicate with people. It has to do with how people communicate thoughts, feelings, or emotions through speech, body language, facial cues, or the way they dress; this is interpersonal communication. As stated before, interpersonal communication is a reflection of intrapersonal communication. Nevertheless, it is true it happens the other way around: "Sometimes problems in interpersonal communication result in problems related to intrapersonal communication" (Bhatnagar, 2011, p. 15). The image individuals have of themselves is in significant part an outcome of the confirming or disconfirming responses obtained from others. There is no concept of self if it cannot be contrasted with others' behaviors, expectations, values, and personalities. This implies the self cannot exist without

society and highlights the importance of communication in maintaining and changing people's self-concept. In this regard, Bthatnagar (2011) claimed:

> Much of our sense of inner worth comes from performing the roles that society provides, and we always try to measure up to it. Inability to do so leads to the loss of our self-esteem (...) In the process of developing a self-image, we develop feelings about who we think we are and also tend to look at other people for confirmation of those feelings. And when we get that confirmation, we feel we are entitled to have that particular image of ourselves. (p.127)

In this sense, non-native pre-service English teachers are expected to fulfill a set role and have native-like proficiency. Because of that, they "might feel a certain discrimination on behalf of others when not sounding as the proposed standards or not even looking like the proper users of the language" (Ordoñez, 2011, as cited in Espinosa-Vargas, ,2018 p. 107).   Therefore, it is crucial to work on pre-service teachers' intrapersonal skills and mindset to question those set roles, prioritize clarity and effectiveness over native-speakerism, and reduce the impact disconfirming interactions have on their self-concept.

Effective Communication in EFL

Communication is the faculty of humans to exchange information and meaning with others. Since the origin of the Homo Sapiens, people have felt the need to communicate opinions, ideas, emotions, and events to fit into a community and create understanding among its members. In this sense, communication is an innate characteristic of the species because it closely connects with the instincts of survival, sociability, and language. Adler, Rodman, & du Pré (2017) assert that communication "is the process of creating meaning through symbolic interaction" (p. 5). In this regard, communication can be defined as an

arbitrary and intentional process of exchange used by humans to send and receive encoded messages among the members of a group.

According to Allen Louis A (1958), communication is the sum of everything one person does when he wants to create understanding in another's mind. It involves a systematic and continuous process of telling, listening, and understanding (Management and organization, n.p). For this pedagogical proposal, communication does not only include words, but it also involves everything (conscious or unconscious) people do to communicate. In other words, people use several verbal and non-verbal mechanisms to make others understand a message. For communication to be effective, speakers need to reinforce the verbal message with the non-verbal aspects (Prosody) to create understanding in the mind of another.

Verbal Communication: Linguistic and Pragmatic Knowledge. When communicating effectively in a foreign language, linguistic and pragmatic knowledge are necessary to understand and deliver messages. When speaking, all system parts should work together smoothly; when communication takes place, knowledge and domain of every aspect of the language is needed (Bhatnagar, 2011). In other words, knowledge of grammar, pronunciation, and vocabulary are essential linguistic aspects that must be developed to comprehend and produce messages. This means, for communication to be effective, pre-service teachers must possess linguistic knowledge to deliver clear points of view, understand conversations and pass on their knowledge.

Non-verbal Communication. For communication to be effective, a person must have good command over verbal and non-verbal mechanisms. Non-verbal communication has been claimed to account for up to 93% of the impact of any verbal message. When

communicating in EFL, it is necessary to possess linguistic and pragmatic knowledge and understand and use non-verbal mechanisms such as body language, gestures, and Prosody.

Prosody Instruction

Humans use paralinguistic signals to ensure the successful communication of messages using language. Those paralinguistic signals are commonly conformed by rhythm and melody, which together create Prosody. As stated by McAndrews (2020): "Prosody describes a hierarchical structuring of phenological units (e.g., syllables, intonational phrases)". In this sense, Prosody refers to the minor units of the spoken language that works as a medium to transfer information with some particular intention. Following this, Gilbert (2008) pointed out that "In English, rhythm and melodic signals serve as "road signs" to help the listener follow the intentions of the speaker" (p. 2). In other words, thanks to prosodic signals, people can modulate a message through the implementation of tone variations, sentence stress, and intonation.

In order to achieve this communicative goal, prosody instruction appears as a way of acquiring basic notions of language to understand and produce meaning. Concerning prosody instruction, McAndrews (2021) explains that:

> Being able to accurately perceive prosodic forms (e.g., the difference between falling and rising pitch) is a necessary pre-requisite to comprehending the meanings expressed by those forms […] If the goal of instruction is communicative competence, learners must also be proficient in making associations between prosodic forms and meanings in the L2 […] and to fluently integrate those meanings into their overall listening comprehension processes (p. 3).

In this sense, prosody instruction is the understanding and use of prosodic features such as intonation, stress, rhythm, and tone of voice as the medium to develop confidence and improve pre-service teachers' self-image. This might positively impact pre-service teachers' interpersonal skills, so they communicate effectively with students, co-workers, and the English-speaking community.

Drama Techniques

Since Ancient Greece, theater and drama have been used to amuse people and communicate political and social ideas by criticizing society and governors. These social inventions became part of all societies as they were special events that brought people together. Consequently, the constant association of these two terms ended up creating confusion concerning their meanings. According to Elam (1980):

> "'Theatre' is taken to refer here to the complex of phenomena associated with the performer-audience transaction: that is, with the production and communication of meaning in the performance itself and with the systems underlying it. By 'drama,' on the other hand, is meant that mode of fiction designed for stage representation and constructed according to particular ('dramatic') conventions" (p. 2).

In other words, theater tends to work on the performance itself of a play, while drama refers to the literary genre designed to be represented. Thus, theater and drama can be confused due to their similar meaning and relation in arts; however, their mechanisms are different. Even though theater and drama have a close connection to drama techniques, the difference is subtle. Drama techniques refer to an alternative teaching technique to boost students' communication skills using their bodies. Via (1981) stated that "Drama techniques include

such activities as mime, improvisation, observation, relaxation, and the use of the entire

body. These activities, which are all intimately involved with drama, can be an integral part

of most language classrooms" (p. 209). In this respect, drama techniques are not interested

in simulating a fictional scenario but providing a set of didactic and dramatic activities that

contribute to the development of communication skills by mimicking, improvising,

relaxing, and observing while using the whole body.

The following diagram represents the previously defined primary constructs and depicts

how they are connected.

Diagram

Primary constructs' correlation.
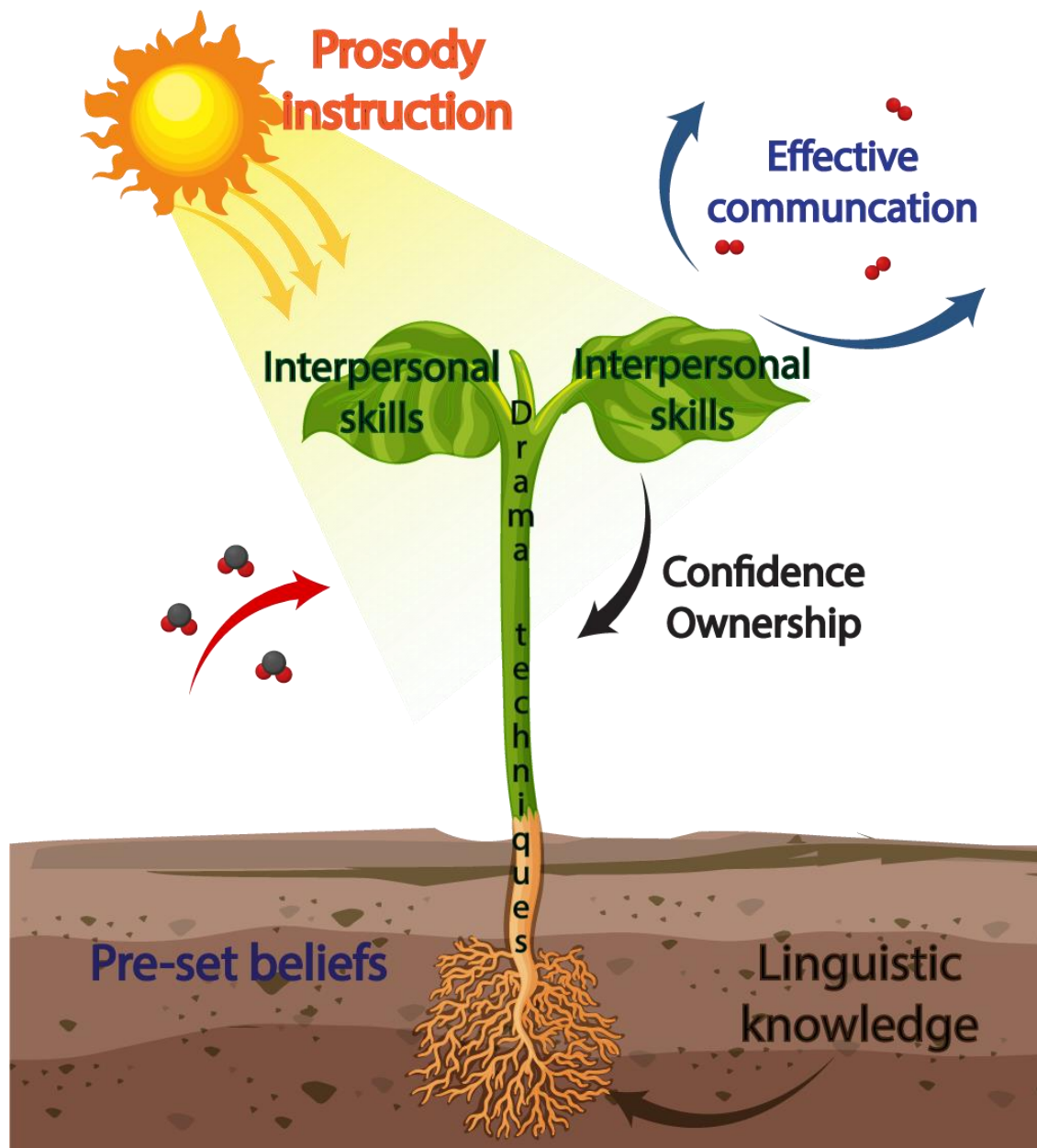
Adapted from: freepick

This visual representation compares photosynthesis to the present pedagogical proposal to provide insights regarding its work mechanism. In this perspective, photosynthesis is how plants use sunlight, water, minerals, and other substances to produce oxygen. To produce oxygen, water and minerals are absorbed through the roots because they provide the plant with elements to start photosynthesis. Here, pre-set beliefs and linguistic knowledge are vital components since they underpin the proposal by acknowledging pre-service teachers' understanding and awareness of the language and social constructs. On the other hand, the stem conducts water and minerals from the roots to the leaves. As a metaphor from the stem, drama techniques appear essential for carrying out the proposal since it is the medium to achieve goals. Finally, once water and minerals arrive in the plant's leaves, these elements interact with sunlight, allowing photosynthesis to take place by providing energy to the plant to create oxygen. Thus, sunlight is deeply connected to Prosody because it is the core of the proposal that, when merging with soft skills (intrapersonal and interpersonal skills), it leads to effective communication, represented by a metaphor of oxygen.

CHAPTER III

Methodological Design

The following chapter presents the definition of the pedagogical and didactic proposal and describes the curricular, learning, language, and classroom vision and role of the teacher supporting and envisioning the proposal's precise design.

Pedagogical and Didactic Innovation Proposal

Pedagogy is an academic discipline that aims at studying the theories and practices of learning. As the teaching process usually occurs at school, this study area is seen as an intrinsic part of the education phenomenon. Concerning this, pedagogy can be described as the "Knowledge of teaching about teaching and a knowledge of learning about teaching and how the two influence one another in the pedagogic episodes that teacher educators create to offer students of teaching experiences that might inform their developing views of practice" (Loughram, 2008, as cited in Cuenca, 2010, p. 16). By way of explanation, pedagogy is focused on the theory regarding the educational process of learners. Therefore, it is in charge of analyzing and studying how education should be put into action.

In this perspective, as the learning and teaching processes are constantly studied by pedagogy, those may be changed as long as new theories and techniques appear. Thus, pedagogical innovation emerges as an ongoing initiative to find new methods of teaching. According to Béchard (2000): "Innovation is a deliberate activity that seeks to introduce novelty into a given context, and that it is pedagogical because it seeks to substantially improve the learning of students in a situation of interaction and interactivity" (p.3).

Consequently, a pedagogical innovation aims to improve the learning process by implementing new methods and techniques.

On the other hand, didactic is not considered an individual academic discipline such as pedagogy but a branch. In this sense, didactic is a discipline inside pedagogy whose main objective is to put learning theories into action. In agreement with Marius-Costel (2010):

> The didactic principles are general norms through which are projected, organized, and put the activities of teaching-learning-evaluating into practice so that the functioning of the objectives/competencies should become efficient at the level of the educational dimension. The didactic principles relate to an applicative, concrete dimension of the system and process of education. Thus, the didactic principles reflect the specific of the educational activities which become concrete at the level of the formative-informative correlations (p. 26).

In other words, didactic has a more valuable role in education and, thereby, the learning-teaching process in the classroom. Thus, didactic can be understood as the medium or how and not as the reason or why. In this respect, didactic innovation also has a close connection to the classroom and its learning-teaching practice. As Fabbri (2018) asserted:

> In this framework, didactic innovation is not an object and a problem of the individual teacher, and no organization (not even the University) that does not equip itself with specific training devices can expect to innovate its own customary way of dealing with problems and doing things. It is in these terms that the problem of teaching innovation has been configured as a challenge of organizational innovation and community learning (p. 12).

In other words, didactic appears as an operational component of education. There, instruments emerge as innovative devices that improve the learning and teaching performances of students and teachers. However, didactic does not relate to the teacher itself, but teaching methods and techniques implemented in the classroom.

Thus, this document is an innovative pedagogical and didactic proposal since it intends to improve soft skills and effective communication in UPN pre-service teachers through prosody instruction. As stated by Mai (2014), "Pedagogical innovation in a university context is characterized by an intentional action that aims to improve university students' learning sustainably (p. 197). Furthermore, Fabbri (2018) asserted that "Innovating, changing a context or a community, is a typical transformative learning process, of which the which is also part of the University" (Fabbri, 2018, as cited in Fabbri, 2016, p.12). In this regard, as an innovative proposal whose main objective is to work with university pre-service teachers, it may be contributing to new pedagogical and didactic resources to be considered during the training of future teachers.

Curricular vision

Concerning the curriculum, this proposal understands curriculum as the organization and planning of learning processes. It is the curriculum that reflects the constructs and concepts considered to be acquired during training. According to Grundy (1991), the curriculum is not a concept but a cultural construct. That is to say, it is not an abstract concept that has some existence apart from and antecedent to human experience. It is, instead, a way of organizing a set of educational practices (p.19). In this sense, educational curriculum

representation is based on cultural and social constructs that appear from reflection and action. Grundy sees this last as praxis because of the construction and acquisition of knowledge through interaction and communication. Achieving that requires a deep understanding of linguistic systems and intrapersonal and interpersonal skills to effectively acquire knowledge and share it with others. According to the above, Grundy (1991) stated that the emancipatory curriculum encourages students and teachers to change cultural constructs, i.e., knowledge, by constant reflection and discussion. In this perspective, the curriculum provides experiences that contribute to knowledge construction through reflection and the freedom of communicating with others. In this conception of curriculum, the aim is not only the improvement of certain practices and skills-soft skills and effective communication-, but it also aims at the transformation of mindset to regain control over one's life to become empowered and confident. (Agray, 2010).

Vision of language

This proposal understands language as a socially constructed tool to communicate thoughts, ideas, and knowledge. The use of language as a communication tool is a consequence of the need of a community to create a system of signs to transfer vital information among them. As Bo (2015) expressed, the emergence of language was thanks to the Humans' need to communicate and cooperate. He said that "By means of linguistic communication they [Humans] can coordinate individuals' behaviors and actions, and transfer the accumulated experiences of life to the next generation" (p. 89). In this regard, people use language to share information with others so they can build social ties. Moreover, language is also seen as the means for transforming consciousness about one's existence. Therefore, in this proposal, language is seen as a tool that can communicate thoughts,

knowledge, and feelings, serving one or multiple intentions, and a medium that serves reflection and allows self and group awareness.

Vision of learning

In this proposal, learning is seen as a human process of constructing and acquiring knowledge through cultural and social interaction of the members of a community. The Sociocultural Constructivist Theory of Learning states that "social constructivism focuses on the social and cultural environment, artifacts, tools, temporal element, and engagement with both peers and with more expert others to both explain how meaning-making takes place and how learning occurs" (Schrader, 2015, p. 24). In other words, speakers' relationships lead them to participate in cultural activities to teach social and cultural practices. In this sense, learning appears as a consequence of communication. Throughout the development of communication skills, it is in those settings that speakers have the opportunity to learn with someone else through the exchange of information and then achieve the necessary elements to join the community actively. Schrader (2015) mentioned that Vygotsky talked about the Zone of Proximal Development (ZPD), which establishes a difference between what the learner can do by himself and what he can do with the help of another person. Here learning appears as a collaborative process in which several community members contribute to the development and acquisition of knowledge through communication and appropriation of linguistic patterns.

Vision of the classroom

This proposal understands the classroom as a virtual or physical place where pre-service teachers and instructors interact constantly. Here, instructors guide and follow the educational evolution of pre-service teachers by providing orientation and feedback. Flanders and Moskowitz (cited in Brown, 2001: 170) asserted that teachers should provide an environment of acceptance, discussion, understanding, freedom of speech, and ideas. In this sense, the classroom is seen as a place of interaction and expression among people. Furthermore, according to Steinberg, Schober, Lüftenegger, & Spiel (2013), the classroom should create an environment of healthy relationships in which respect and trust are vital (p.132). Thus, students can learn to interact and socialize with others following social constructions such as values and principles. To fulfill this goal, this pedagogical proposal can be implemented both in virtual and on-site environments, depending on external factors and the free decision of teachers to choose the best modalities to be used. As mentioned before, it is essential to ensure interaction among teachers and pre-service teachers. Consequently, it is recommended to have synchronous classes only and ensure that the participants have technological devices such as computers or cellphones and internet access to accomplish virtual tasks if needed

Role of the teacher

The teacher is seen as a member of the community and not an external expert. Here, learning is considered a collaborative and transactional process guided by the teacher. He/she also acts as a facilitator and a guide who leads to reflection and awareness. The teacher is not an evaluator or a judge but is someone who values experiences. On the other

hand, due to the blended nature of the pedagogical proposal, "teachers ought to take on roles as material designers, producers of media resources, managers of the learning environment, and online tutors" (Bañados, 2006, as cited in Mendieta, 2012, p.173). Thus, teachers must learn and use virtual tools that help achieve the successful development of the proposal.

CHAPTER IV

Pedagogical Instruction

This chapter contains the instructional design for the pedagogical proposal to be carried out and envisions the intervention plan of three cycles with the corresponding lesson plans. In that sense, the lesson plans and sessions will be displayed alongside how they were carried out. Furthermore, there is a detailed explanation of each lesson plan concerning organization, time, content, objectives, and materials.

Description of the proposal

To provide an alternative to the problem stated in chapter I, this pedagogical and didactic proposal aims at training pre-service teachers from the Universidad Pedagógica Nacional in the use of Prosody to develop soft skills and effective communication through the implementation of drama techniques. To achieve this objective, the current proposal is divided into three cycles where pre-service teachers will be trained in vocal variety, sentence stress, and intonation. Moreover, considering that a person's self-concept comes from performing the roles society provides, these cycles will be all traversed by reflection sessions on pre-set beliefs and society's expectations that will also improve pre-service teachers' self-concept, and therefore, intrapersonal communication.

This proposal includes a website in which teachers will find the materials and lesson plans for each session. Also, this portal includes the material pre-service teachers will use during the sessions. The proposal is designed initially to have 11 sessions; each session will be from 90 to 120 minutes. Still, those times can change depending on the needs of the population. If more time for reflection and practice is needed, the teacher can adapt it.

Table 1 displays all the cycles and sessions explained in detail. There, it is found the name of the lesson and its corresponding cycle. Each lesson has specific contents and objectives. Furthermore, the type of drama technique and soft skills that will be used are shown.

Table 1: pedagogical intervention

Cycle	Lessons	Objectives	Soft skills	Drama technique	Contents
1. Amplifying my voice and perceptions (4 sessions, 3 lesson plans)	**1. My thoughts and mindset** (One session of 120 minutes)	Raise awareness on their beliefs and mindset	**Intrapersonal:** *Self-awareness and mindset* **Interpersonal:** *Listening, collaboration, communication*	*Reflection *Visualization *Experience-opinions	1. Pre-set beliefs 2.Colombian context 3. Native-speakerism
	2. I love the variety of my voice I, II (Two sessions of 90 minutes)	To develop strength and control on breathing	**Intrapersonal:** *Confidence Ownership Self-image* **Interpersonal** *Listening, communication*	*Breathing exercises *Voice placement *Imitation *Expressivity *Gestures and body language	1. Breath control 2.Voice warm-ups 3. Thought groups 4. Tonality
		To bring expressivity, strength, and confidence to extend vocal range			
		To use the tone of voice to convey meaning and emotions			
	3. Powerful speeches	To use the tone of voice to convey meanings and emotions.	**Intrapersonal:** *Confidence Ownership Self-image* **Interpersonal**	*Imitation *Expressivity *Gestures and body language *Voice-work	1. Tone of voice, intonation, and stress

	(One session of 120 minutes)	To speak from a position of power.	*Listening, communication*		
2. Clarity over perfection (4 sessions, 4 lesson plans)	**1. Accepting my accent** **(One session of 120 minutes)**	To raise awareness on the importance of accepting accents To understand what the American accent is To raise awareness on the importance of working on Prosody	**Intrapersonal** Self-awareness Confidence Mindset Self-image **Interpersonal** *Listening, communication, socializing, collaboration*	*Imitation *Expressivity *Reflection	1. The American accent: vowels and consonants and intro to Prosody
	2. The musicality of English I **(One session of 120 minutes)**	To make use of sentence stress as an indicator of meanings	**Intrapersonal** *Confidence Ownership* **Interpersonal** *Listening, communication, socializing*	*Voice-work *Imitation *Expressivity	2. Sentence stress: content words
	3. The musicality of English II **(Onse session of 90 minutes)**	To make use of sentence stress as an indicator of meanings	**Intrapersonal** *Confidence Ownership Self-image* **Interpersonal** *Listening, communication, socializing*	*Voice-work *Imitation *Expressivity	3. Sentence stress: function words

	4. Intonation	To use intonation as a support in conversational interactions	**Intrapersonal** *Confidence* *Ownership* *Self-image* **Interpersonal** *Listening, communication, socializing*	*Imitation *Expressivity	4. Intonation for positive statements Intonation for questions
3. My thoughts, my words (3 sessions, 3 lesson plans)	**1. The audacity of native-speakerism**	To raise awareness on how native-speakerism works To question pre-set beliefs To apply sentence stress and intonation into real speeches	**Intrapersonal:** Awareness Mindset Confidence Self-image **Interpersonal** *Listening, communication, socializing*	*Reflection *Imitation *Expressivity *Gestures and body language	1. Native-speakerism 2. thought groups 3. Speech analysis 4. Sentence stress, intonation, tone of voice
	2. Who owns English?	To use Prosody naturally when giving points of view	**Intrapersonal:** Awareness Mindset Confidence Ownership Self-image **Interpersonal** *Listening, communication, socializing, collaboration*	*Expressivity *Gestures and body language *Debate *Reflection	2. Intonation for emphasis and contrast

| | **3. What my voice portraits** | To use dialogs to apply intonation, tone of voice, and proper stress patterns | **Intrapersonal:**

Awareness
Mindset
Confidence
Self-image
Ownership | *Reflection
*Expressivity
*Voice-work | 3. Vocal branding |
| | | To use the vocal register to sound powerful and confident | **Interpersonal**

Listening, communication, socializing | | |

Cycle 1: Amplifying My Voice and Perceptions

This cycle includes three lessons in total, which are divided into four sessions. Those lessons are intended to work on pre-set beliefs and pre-service teachers' voices. In that sense, the main objective of this cycle is to raise awareness of pre-service teachers' beliefs and mindset and to develop voice control and expressivity. To do that, reflection, visualization, and experience are the drama techniques selected to achieve results.

In that sense, the first lesson plan is "My thoughts and mindset." In this session, pre-service teachers are meant to work on pre-set beliefs, the Colombian context, and Native-speakerism to raise awareness of their beliefs and mindset. To achieve that, pre-service teachers will participate in several activities that will help them reflect on these subjects. Questions, videos, discussions, and representations will lead pre-service teachers to understand better their pre-set beliefs and the conceptions students and teachers have of English teachers in Colombia.

The second and third sessions, "I love the variety of my voice I and II," are focused on developing vocal strength, breathing control, expressivity, confidence, and tone of voice

as a medium to convey meaning and emotions. Furthermore, these sessions work on strengthening breathing and developing expressivity and extension for the vocal range. In that sense, breath control, voice warm-ups, and tonality are the primary contents of these two sessions. Pre-service teachers will participate in breathing and voice-placement exercises, discussions, and interactive games where they can practice and learn about the importance of one's voice to share emotions and meaning.

Finally, the third lesson plan "powerful speeches" is focused on the use of tone of voice to convey meaning and emotions when speaking. Moreover, pre-service teachers will be encouraged to speak from a position of power through the influence of previous experiences of oppression and weakness. In that sense, tone of voice, intonation, and stress will be the central axis of the session. Here, pre-service teachers will reflect over and build their confidence, ownership, and self-image.

Cycle 2: Clarity over Perfection

This cycle is made up of four sessions. Those lessons are focused on accepting one's accent as non-native speakers, and raising pre-service teachers' awareness of the importance of Prosody to be clear and confident when interacting with others. Because of that, drama techniques, such as breathing control, voice placement, imitation, expressivity, and gestures, and body language will be selected as work material.

In this perspective, the first session is "Accepting my accent." This session focuses on reflection and awareness. Pre-service teachers will learn the importance of accepting their own accent by working on what will help them communicate effectively and speak up: prosody. This session is not intended to work on the production of isolated sounds for pre-service teachers to sound like native speakers. Contrarily, this session's objective is to

understand the American accent and to work on its prosodic features. In this sense, informative slides and videos are used to fulfill this goal.

The second lesson is named "The musicality of English I." Its primary purpose is to raise awareness on working on Prosody and sounding clear and confident. To conduct this lesson, sentence stress appears as the primary element to be learned. However, content words and their derivates are going to be emphasized. A video, slides, and performances will be essential to achieve the goal of this lesson plan.

The third lesson plan is named "The musicality of English II." It shares sentence stress as the axis of the lesson alongside the previous lesson plan, "The musicality of English I." Nevertheless, this lesson plan is intended to emphasize the learning of function words and reduction. In that sense, pre-service teachers will differentiate function words with content words and their utilities to create meaning. Moreover, there will be a review of sentence stress overall. Pre-service teachers will deepen on practice to build confidence over their use of the English language.

The fourth lesson plan is "Intonation," whose primary aim is to use intonation to support conversational interactions. Here, pre-service teachers will learn about falling intonation, rising intonation, and fall-rise intonation. To carry out this lesson plan, an online presentation and a video will be used to raise awareness of the importance of using intonation. Furthermore, the main characteristic of this lesson plan is the practice emphasis. To properly achieve the acquisition of learning, pre-service teachers will have the opportunity to apply their learning on using intonation in positive statements and questions.

Cycle 3: My Thoughts, My Words

The last cycle intends to raise pre-service teachers' awareness of native-speakerism and boost their confidence through monologs/debates and vocal training. In this perspective, this cycle includes three lessons that will be implemented in three different sessions. Concerning drama techniques, imitation, expressivity, and gestures, and body language will be prioritized.

The first session will be developed according to the first lesson plan of this cycle, "The audacity of native-speakerism." In this session, pre-service teachers will raise awareness of how native-speakerism works and question pre-set beliefs. Moreover, they will apply sentence stress and intonation to actual speeches. In order to do this, pre-service teachers will discuss a situation, and then they will analyze a speech by taking into account all the concepts that were learned before.

The second session will be "Who owns English," whose main objective is to help pre-service teachers use Prosody naturally when giving points of view. Here, pre-service teachers will be part of a game where they share their opinions and explain themselves. Each student will have the time to express themselves and display whether they agree or disagree through intonation for emphasis and contrast.

Finally, the third session is named "What my voice portraits." Pre-service teachers will mainly apply intonation, tone of voice, and proper stress patterns to a speech through dialogs. Moreover, they will work on the use of the vocal register to sound powerful and confident. In that sense, vocal branding will be the actual content to consider to achieve those previously expressed goals.

Instructional design

Cycle 1: Amplifying My Voice and Perceptions

Lesson plan 1

Cycle 1: Amplifying my voice and perceptions

Session 1: My thoughts and mindset

Time: 120 minutes

Aims: This session aims to raise awareness of pre-service teachers' pre-set beliefs through observation, reflection, and discussion. This awareness stage is necessary to reveal established thoughts about English teachers in our country, build new perspectives, and improve pre-service teachers' self-image.

Contents:
- ❖ Pre-set beliefs
- ❖ Colombian context
- ❖ Native-speakerism

Materials
- ● Google classroom:
  https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxvc

Drama techniques:
- ❖ Reflection
- ❖ Visualization
- ❖ Opinions and experiences

Procedures

- **Warm-up:**

  25 minutes: The instructor will provide pre-service teachers with eight questions *(annex 1, warm-up questions)* to discuss pre-set beliefs. The main objective is to question native-speakerism.

- **Native-speakerism**

  15 minutes: The instructor will play a video, from minute *4:32* to minute *19:11,* about native-speakerism (*annex 2, video Native-speakerism: equality in English*). Before watching the video, the instructor will ask pre-service teachers to take notes on essential constructs and experiences.

  25 minutes: the instructor will ask pre-service teachers four questions about native-speakerism, the aspects that impacted them the most, and their take on the video. Also, the instructor will encourage pre-service teachers to share their experiences (*annex 3, native-speakerism: questions*). After that, the instructor will ask pre-service teachers to create two questions and ask them to the group.

- **Colombian context**

  25 minutes: The instructor will start discussing the Colombian context and how English teachers are perceived.

  The instructor will show a video where random people share their perceptions of the English language teachers in Colombia. (*Annex 4: video English teachers in Colombia)*

  Then, pre-service teachers will give their opinions about teaching English in Colombia and their experiences looking for well-paid jobs.

  Wrap-up

  30 minutes:

  Pre-service teachers will design any kind of visual representation in which they display their reflections and take on regarding the understanding of native-speakerism and how it is portrayed in the Colombian context. Also, they will think of ways of facing this problem.

Annexes

Annex 1: *warm-up questions*

- What do you think about the role of the English language in Colombian society?
- Do you believe English leads people to professional and personal growth?
- What requirements do you consider people think about before choosing a place to learn English?
- Do you think people would rather be taught by a native English speaker or a non-native speaker? Why? What about you?
- Why do you think people perceive native English teachers as

Annex 2: *video Native-speakerism: equality in English*

Annex 3: Native-speakerism: questions

- What do you think about the role of the English language in Colombian society?
- Do you believe English leads people to professional and personal growth?
- What requirements do you consider people think about before choosing a place to learn English?
- Do you think people would instead be taught by a native English speaker or a non-native speaker? Why? What about you?
- Why do you think people perceive native English teachers as better teachers?

- Do you think being a native speaker entitles someone to teach?
- What makes a good English teacher? How would you consider your performance needs to be to become a great English teacher?
- Tell us about the advantages and disadvantages of learning from both non-native English teachers and native English teachers.

Annex 4: *Video English teachers in Colombia*

Lesson plan 2

Cycle 1: Amplifying my voice and perceptions

Sessions 2 and 3: I love the variety of my voice

Time: 180 minutes

Aims:

- To develop strength and control on breathing

- To bring expressivity, strength, and confidence to extend vocal range

- To use the tone of voice to convey meaning and emotions

Contents:
- Breath control
- Voice warms-up
- Tonality

Materials:

Google classroom: https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv

Drama techniques:

- Breathing exercises
- Voice placement
- Imitation
- Expressivity
- Gestures
- Body language

Procedures

- **Warm-up: breathing**

  15 minutes: Pre-services will start the session with a breathing activity. This can be led by the instructor, or a video can also be used for this purpose (*Annex 1: warm-up*)

  Warm-up: articulation muscles

  15 minutes: Pre-service teachers will work on warm-ups for the articulation muscles, including the voice. The instructor can lead this, or a video can also be used for this purpose (*Annex 2: articulators*). These exercises will include jaw, lips, tongue mobility, and relaxation exercises.

- **Voice placement**

  20 minutes: The instructor will guide pre-service teachers through the implementation of voice-placement exercises. The instructor can lead this, or a video can also be used for this purpose (*Annex 3: voice placement)*. Exercises will include humming into the palms, changing voices, voice projection, exaggeration, working on words, playing with the text.

  30 minutes: Pre-service teachers will assess their voices with a questionnaire (*Annex 4: questionnaire me and my voice).* Then, the instructor will ask them to share their answers with the group and answer one question. The instructor will start a discussion

on how important it is to show emotions when speaking, to sound varied, and to communicate effectively (*Annex 5: Importance of working on the voice*)

- **Tonality**

60 minutes: the instructor will play a video about tones of voice (*Annex 6: video: tone of voice, what you really mean*). He/she will ask pre-service teachers how the teacher in the video portrays different emotions when speaking. Discuss gestures, body language, tone of voice, and inflection. Pre-service teachers will discuss it and imitate it. Find one example on (*Annex 7: tonality*). After the video, the instructor will share the slides (*Annex 8: tone of voice*) and discuss common features for specific emotions.

30 minutes: Then, the instructor will introduce some phrases pre-service teachers will use to apply the proper emotion using a roulette (*Annex 9: roulette*). This is an interactive exercise, pre-service teachers will repeat the phrases, and the teacher will give them feedback.

Annexes

Annex 1*: warm-up*

Annex 2: *articulators*
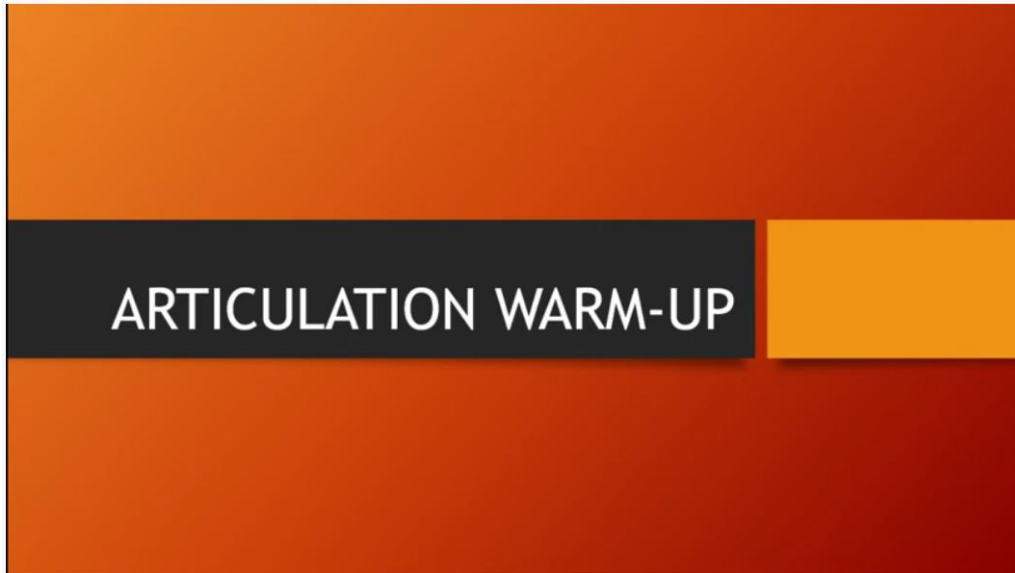
Annex 3: *voice placement*
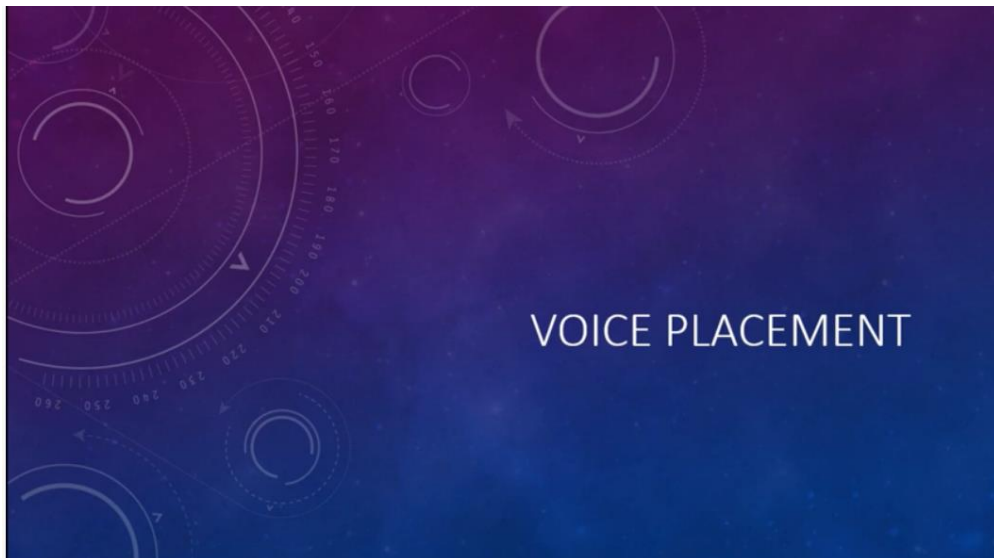
Annex 4: *questionnaire me and my voice*

Me and my voice

Taken and adapted from the book drama techniques by Cambridge University Press, 2010

Do I usually speak fast or slow in my own language?   *

Texto de respuesta breve

What times do I speak faster, and when slower? *

Texto de respuesta breve

Annex 5: *Importance of working on the voice*

EMOTIONS WHEN SPEAKING

■ According to Kim, using emotions during the speech helps the sender and the recipient understand better and avoid misunderstandings.

Voice variations in pitch allow speakers:
- Sound less robotic.
- Avoid flatness and monotony.
- Be more expressive and social.

Annex 6*: video: tone of voice, what you really mean*

Annex 7*: tonality*

Tonality

Pre-service teachers will watch the video *tone of voice: what you really mean* **and discuss the gestures, body language and intonation patterns Hadar has while expressing certain emotions. Then, pre-service teachers will imitate exagerating when necessary.**

Example

Sentence: *"You have a nice hat"*

Instructor: so, what was the emotion she conveyed? She sounded sarcastic, a little rude you might say, not honest. She had a flat pitch and her voice was harsh. Let's try and imitate her

Annex 8*: tone of voice*

Annex 9*: roulette*

Lesson plan 3

Cycle 1: Amplifying my voice and perceptions **Session 4: Powerful speeches** **Time: 120 minutes**

Aims:

- To use the tone of voice to convey meanings and emotions. To introduce the importance of working on Prosody as a tool to communicating effectively

- To speak from a position of power.

Contents:

- Tone of voice, intonation and stress

Materials:

- Google classroom:
  https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv
- Speeches:
  The morning show:

Drama techniques:

- Imitation
- Exaggeration
- Gestures and body language
- Voice-work

Procedures

Before this session, pre-service teachers will be provided with a list of speeches with their videos. (Annex 1: monologues) Pre-service teachers will need to select and rehearse a specific speech to be acted during this session. Pre-service teachers need to study the video

of the selected speech and how the actor or actress portrays certain emotions with their voices and gestures.

- **Warm-up**

  10 minutes: The instructor will start with a brief warm-up activity. The instructor could lead this with the instructions on the worksheet for teachers only, or a video can also be used for this purpose (*Annex 2: warm-up).* This warm-up aims to strengthen the voice for the practice to come and establish a comfortable and safe environment.

- **Intro to powerful speeches**

  10 minutes: The instructor will share an experience where he/she felt oppressed somehow and felt the need to gain back the power that was being taken away. The objective is for pre-service teachers to open up and share their own experiences to use those emotions and put them into the speeches they will impersonate.

  10 minutes: the instructor will also select a speech and show pre-service teachers what is expected for them to do with their speeches. The instructor can lead this activity, or a video can also be used for this purpose *(Annex 3: demonstration).* The video on google classroom shows what pre-service teachers should do and contains the instructions and opening of pre-service teachers' monologues. If the video is to be used, pre-service teachers should start with their monologues right after it.

- **Powerful speeches**

  90 minutes: the instructor will ask each pre-service teacher the name of the monologue they prepared and why they chose it. Then, each of them will start acting their monologues, and the instructor will give them feedback regarding the tone of voice, intonation, and stress focusing on expressing the emotions on the script. The instructor should not mention concepts like stress or intonation, but he/she should elicit those concepts focusing on the expressiveness of the monologue.

  The instructor will guide pre-service teachers through the acting process by giving them the context of what the actor or actress was feeling in the moment of the speech and associating the feeling with one of pre-service teachers' own experiences. This, to help pre-service teachers add emotions to their words.
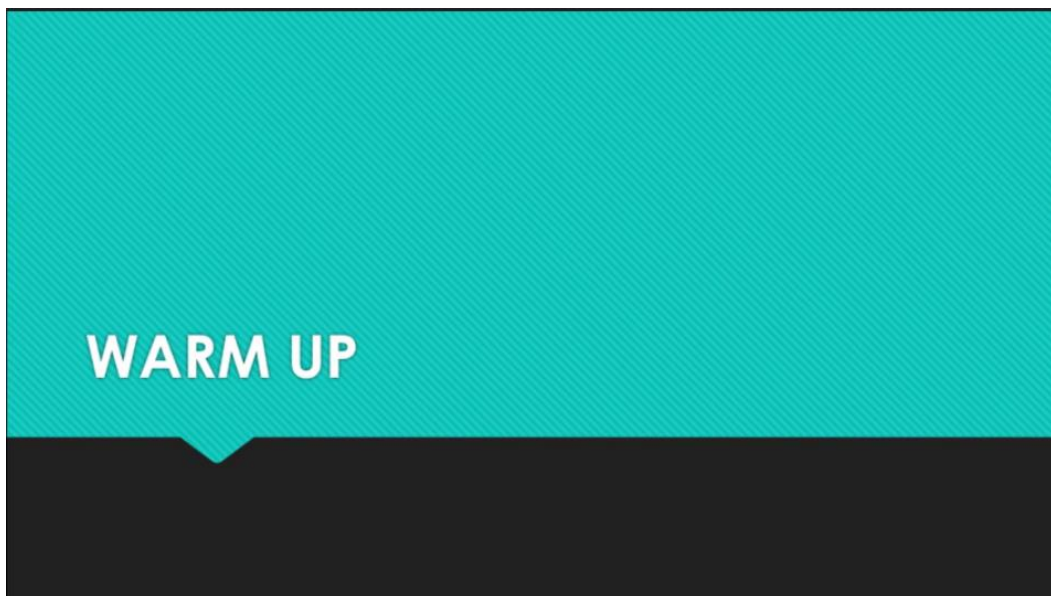
Annexes

Annex 1: *monologues*

Annex 2*: warm-up*

Annex 3: *demonstration*

Cycle 2: Clarity over Perfection

Lesson plan 1

Cycle 2: Clarity over perfection
Session 1: Accepting my accent
Time: 120 minutes

Aims:

● To raise awareness on the importance of accenting accents

● To understand what the American accent is

● To introduce the importance of working on Prosody as a tool to communicating effectively

Contents:

- The American accent: vowels and consonants
- Introduction to Prosody: intonation, rhythm and stress

Materials:

- Google classroom:
  https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv
- Kahoot:https://create.kahoot.it/share/assessment/e95ef214-1b30-4b47-b5f7-c7f0b9512d49

Drama techniques:

- Imitation
- Expressivity
- Reflection

Procedures

● **Warm-up**

35 minutes: The instructor will play the "Why I keep speaking up, even when people mock my accent" (*Annex 1: video).* The instructor will elicit the importance of accepting one's accent by asking seven questions that will lead to pre-service teachers' reflection and awareness (*Annex 2: questions: why I keep speaking up).*

● **The American Accent**

50 minutes: The instructor will explain the importance of understanding the American accent. Also, the instructor will introduce what makes up the American accent: pronunciation and Prosody, and the most challenging sounds for Spanish speakers. Pre-service teachers will listen and imitate the sounds in words (*Annex 3: The American accent)*

● **Prosody**

15 minutes: The instructor will introduce the concept of Prosody. The instructor will talk about what rhythm is, and he/she will give an example pre-service teachers will

imitate. Finally, the instructor will talk about intonation by giving examples pre-service teachers will imitate.

- **Wrap-up**

15 minutes: Pre-service teachers will play a Kahoot play about Prosody and the American accent (*Annex 4: Kahoot*)

Annexes

Annex 1: video "*why I keep speaking up, even when people mock my accent*"

Annex 2: *question: why I keep speaking up*

Worksheet

Why I keep speaking up, even when people mock my accent

1. Have you received any comments about your accent?

2. What's an accent?

3. Have you ever wanted to sound native? why?

Annex 3: *The American accent*

Annex 4: *Kahoot*

Lesson plan 2

Cycle 2: Clarity over perfection **Session 2: The musicality of English I** **Time: 120 minutes**
Aims: ● To use Prosody as an indicator of meaning
Contents: ● Sentence stress: content words

Materials:
 	
    ● Google Classroom: https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv
    ● Youtube video: https://www.youtube.com/watch?v=QijH4UAqGD8

Drama techniques:
 	
    ● Imitation
    ● Expressivity
    ● Voice-work

Procedures

It is essential to mention that pre-service teachers are not expected to reduce words ideally as this does not impact clarity. Prosody overall is a tool that they can use to sound more natural and engaging. Nevertheless, it is not something necessary that needs to be evaluated. They should feel comfortable to experiment and explore until they feel confident with the way they speak.

- **Warm-up**

  20 minutes: Pre-service teachers will listen to a short abstract of the video "Get comfortable with being uncomfortable" *(Annex 1:video "get comfortable with being uncomfortable")*. Then, pre-service teachers will pay attention to the words they hear the most, the words that stick out the most and therefore are the most important.

  Pre-service teachers will infer what the speaker did to emphasize those words and add variety to the speech. *What happened to the pitch? Did it go higher or lower? What about the speed? Is the speaker going slower when she goes over essential words?* If it is hard for them to identify the critical words, the instructor will remove them and focus on the music only.

- **Sentence stress: content words**

  50 minutes: The instructor will play the video on **Animaker** to introduce pre-service teachers to the topic of sentence stress and content words (*Annex 2: sentence stress).* Then, the instructor will use the deck of slides to explain what sentence stress is, focusing on content words mainly (*Annex 3: content words)*

  50 minutes: Once the instructor is done with the explanation, he/she will share a word document that contains the script and the prosodic analysis of the TedTalk they listened to at the beginning of the session (*Annex 4: script-get comfortable*). This time, pre-service teachers will imitate the speaker: the same tone of voice, speed, and stress patterns. The instructor will have each pre-service teacher read the script and will give the feedback appropriately. The instructor will tell them when they are not stressing the right words or monotone tone. The instructor will emphasize the importance of using stress to sound varied, clearer, and more engaging. Pre-service teachers will also be allowed to give each other feedback.

- **Homework**

  The instructor will share a practice sheet that will contain a series of exercises for pre-service teachers to identify the content words in sentences and texts (*Annex 5: practice sheet)*

Annexes

Annex 1: video "get comfortable with being uncomfortable."

Annex 2:*sentence stress*

Annex 3: *content words*

Sentence stress

Not every single word is pronounced the same. There are important words in a sentence that need to be emphasized, while there are some others that are reduced.

Sentence stress is pronouncing words with a change in

- Volume
- Lenght
- Pitch

+info

Annex 4: *script - get comfortable*

Get comfortable with being uncomfortable

https://www.youtube.com/watch?v=QijH4UAqGD8

(0:01 – 1:02)

I'm a **professional troublemaker.**

As... my **job** is to

critique the **world**,

the **shoddy systems**

and the **people** who **refuse** to **do better**,

Annex 5: *practice sheet*

Sentences

Circle the content words and underline the focus word. Then read the sentences aloud and make sure you are stressing the words you selected by pronouncing them longer, louder, and higher in pitch. You can record yourself and listen to the audio to make sure you're stressing the right words.

Remember the focus word should stand out

- There is a chance this works
- Teamwork makes the dream work
- I'm ready to go

Lesson plan 3

Cycle 2: Clarity over perfection **Session 3: The musicality of English II** **Time: 120 minutes**
Aims: ● To raise awareness on the importance of working on Prosody ● To use Prosody to sound clear and confident

Contents:

- Sentence stress: function words

Materials:

- Google classroom:
  https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv

Drama techniques:

- Imitation
- Expressivity
- Voice-work

Procedures

It is essential to mention that pre-service teachers are not expected to reduce words ideally as this does not impact clarity. Prosody overall is a tool that they can use to sound more natural and engaging. Nevertheless, it is not something necessary that needs to be evaluated. They should feel comfortable to experiment and explore until they feel confident with the way they speak.

- **Warm-up**

  10 minutes: the instructor will start with a brief re-cap of sentence stress and content words. He/she will start asking a few questions so that pre-service teachers are in charge of the explanation (*Annex 1: warm-up questions*)

  20 minutes: the instructor will play a short abstract of a TV show (*Annex 2: Friends: Monica and Phoebe Try an As-Seen-On-TV Waxing Kit*) and choose a couple of sentences for pre-service teachers to imitate. The script can be found on google classroom *(Annex 3: warm-up script).* The instructor will decide what sentences pre-service teachers will imitate. They should mirror the speed and rhythm of the speaker. The main objective is for pre-service teachers to reduce the words the speaker is

reducing without previous instruction on how the reduction of function words works (elicitation)

- **Sentence stress: function words**

  40 minutes: The instructor will introduce the topic of function words (*Annex 4: function words).* This part of the session is not intended to be instructor-centered. Therefore, the instructor needs to rely on his/her pre-service teachers' experiences and examples and their constant participation: reading the slides, imitating, etc.

- **Function words: weak forms**

  25 minutes: the instructor will provide pre-service teachers with a series of exercises for them to use the weak forms of some function words (of, at, and, but, was, could) (*Annex 5: weak forms*)

- **Function words: stressed**

  25 minutes: the instructor will share a series of sentences where a specific function word is stressed due to its importance (*Annex 6: stressed function words).* Pre-service teachers will be given the instructions, and then, in couples, they will read the sentences. Then, the instructor will share a short video of Friends (*Annex 7:Friends The One after Rachel said Yes, Part II)*, where function words are being stressed. They should imitate it (*Annex 8: script)*

- **Homework**

  Pre-service teachers will work on a practice sheet (*Annex 9*: *practice sheet)*

Annexes

Annex 1: warm-up questions

Warm-up: questions

The questions below will help pre-service teachers remember the contents studied in the previous session. You can also add more questions according to their answers

- What is sentence stress?
- Considering the previous session, what are the rules of sentence stress?
- What are content words?
- What are function words?
- Is sentence stress flexible? Argument your answer (focal intonation)
- Do you consider knowing about sentence stress will impact your performance as an English teacher?

Annex 2: *Friends: Monica and Phoebe Try an As-Seen-On-TV Waxing Kit*

Annex 3: *warm-up script*

Warm-up: script

Phoebe: hey

Monica: hey

Phoebe: hey, why're you mopping your ceiling?

Monica: ahh, there's banana on it

Phoebe: wow, I've the spirit of an old Indian woman living in mine

Monica: so then you know

Phoebe: The mailman was downstairs, so I brought up your mail

Annex 4: *function words*

Function words

Annex 5: *weak forms*

Weak forms

Read the following poems with the reduced (weak) forms of the function words: and, but, of, at

A cup of tea
a new CD
A bottle of wine
and plenty of time

You and me
cake and te
bread and cheese
twos and threes
this and that
thin and fat
left and right
day and night
day and night
now and then
where and when

A walk? but it's too late.
To the town? but it's too far.
Some sightseeing? but it's too dark.
A restaurant? but it's too expensive.
A game of chest? but it's so boring.
Read a book? but my eyes are so tired.
Study some English? but it's so difficult.
But let's do something. OK, what?

We met at a conference
Or maybe at a party
A party at a hotel.
Or perhaps at someone's house.
It was at lunchtime.
No, it was late at night.
Yes, and you were sitting at a table.
Or maybe standing at a window.
You looked at me and smiled.
No, you looked at me and laughed at me.
Yes, I remember it well

Annex 6: *stressed function words*

Stressed function words

In the following sentences, a function word is stressed because it is especially important for the meaning.

1: A: Are you ready? B: Yes, I am
2: A: It isn't raining, is it? B: Yes, it is
3: A: I'm not very good at English. B: Of course you are!
4: A: Is your father a teacher? B: He was, but he's retired now.
5: A: How many people are there in your class… ten? B: there were ten, but one left last week
6: A: Have we met before? B: I don't think we have
7: A: has it started? B: Yes, come on, it has!
8: A: I don't like this music. B: Oh, I do
9: A: Does the supermarket open on Saturdays? B: I think it does
10: A: I can't open this door. B: Let me try. Maaybe I can
11: Can you play tennis? B: Not now, I could when I was younger.

Annex 7: *Friends The One after Rachel said Yes, Part II*

Annex 8: *script*

Friends The One after Rachel said yes, part II

https://www.youtube.com/watch?v=q_Egq_2ocOY

(0:01 – 0:57)

Ross: Did you **propose**... to **her**?

Joey: No

Rachel: yes, you **did**

Joey: actually technically, I **didn't**

Rachel: then, **why** did you **give** me a **ring**?

Ross: wait... **you** gave **her** the **ring**?

Annex 9*: practice sheet*

Worksheet – Students only

This session aims to work on the musicality of English II, in which pre-service teachers will focused on function words. Pre-service teachers will learn how to identify and differentiate function words from content words. This will help them gain more practice on the execution of English language sound so they might improve their clarity when speaking.

Practice

This practice aims to apply the previous explanation on activities that will help pre-service teachers identify the function words of a sentence and how they work to make the sentences clearer. Moreover, pre-service teacher will put into action the use of stress in a sentence.

Lesson plan 4

Cycle 2: Clarity over perfection   **Session 4: Intonation**   **Time: 120 minutes**
Aims: ● To use intonation as support in conversational interactions
Contents: • Intonation for positive statements and questions: rising-rising and rising-falling intonation

Materials:

- Google Classroom:
  https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv

Drama techniques:

- Imitation
- Expressivity
- Voice-work

Procedures

- **Warm-up:**

  15 minutes: pre-service teachers will watch an introductory video about intonation (*Annex 1: American intonation*).

  15 minutes: pre-service teachers will be given some sentences to apply intention based on the previous video (*Annex 2: warm-up sentences*). After that, pre-service will give each other feedback based on how they think the sentences should sound.

- **Intonation:**

  40 minutes: The instructor will use the presentation on **Genially** and explain what intonation is and how it works (*Annex 3: intonation for statements and questions*). During this session, pre-service teachers will interact with the material alongside the instructor; they will imitate the intonation patterns, read the definitions, and ask questions. It is part of the instructor's role to involve pre-service teachers in the presentation. This is not intended to be a one-sided theoretical class.

  15 minutes: pre-service teachers will write some sentences and then record themselves reading them. After that, pre-service teachers will share their audios with the class, so they can analyze them to identify rising-rising intonation and rising-falling intonation.

- **Wrap-up:**

  35 minutes: pre-service teachers will be encouraged to use a movie dialog to reinterpret the scene by applying intonation patterns in English- For this purpose, pre-service teachers will have four options to choose from (*Annex 4: dialogs).* Pre-service

teachers can decide if they want to add more lines of their creativity to enrich the interpretation of the scene. Finally, the selected dialog will be performed. Pay special attention to the parts in which questions and statements are prioritized in the scenes.

Annexes

Annex 1: *American Intonation*

Annex 2: *warm-up sentences*

Worksheet – Teachers only

This session aims to work on intonation and put it into action. Here, pre-service teachers will focus on the practice of intonation as a way to ensure understanding and learning.
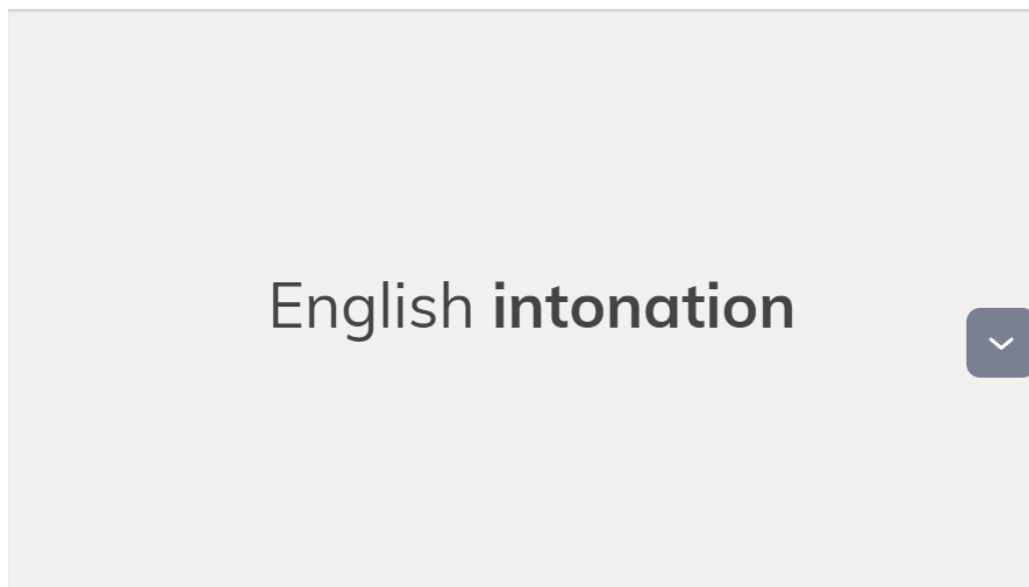
Warm-up

After the video is played, pre-service teachers will try to use pitch changes and sentence stress in sentences. Then, they will share their opinions and impressions.

- **Sentences**

Statements:

1. I can't believe he won the price!
2. I've been teaching for many years
3. The bus stops in the next sign.

Annex 3: *intonation for statements and questions*

Annex 4: *dialogs*

GHOST (1:15 to 5:24)

https://www.youtube.com/watch?v=moXE6YbIVdQ

ODA MAE
Mrs. Santiago.

MRS. SANTIAGO
Buenos dias.

ODA MAE
I understand you are hoping to contact
your husband.

MRS. SANTIAGO
Si. Si.

CHAPTER 5

Conclusions and implications

Considering the current quarantine situation, it was necessary to find alternative and innovative ways to adapt education in the general Colombian context where schools, institutes, and universities were closed. As a solution, the Internet appeared as a tool that allowed education to reach people's homes, which helped them continue their practical and theoretical formation. In that respect, this contingency also affected students from *Universidad Pedagógica Nacional*. Precisely, UPN students are the target population that this pedagogical proposal intends to focus on. In that sense, some implications, limitations, and suggestions for further research may be considered to implement this proposal.

Implications and conclusions

First, there is a paramount need for education to raise awareness about the development of confidence in pre-service teachers to implement this pedagogical proposal successfully. The emphasis on teaching grammar and pronunciation in the English language classes at *Universidad Pedagógica Nacional*, and most universities in Colombia, hinders pre-service teachers from developing basic soft skills such as confidence. This is caused because the curriculum is not meant to go beyond the acquisition of linguistic aspects of the language. To improve that, Prosody instruction should lead pre-service teachers to become effective communicators when speaking by developing confidence. In that sense, Prosody should be included as a crucial part of pre-service teachers' training and be centered on acquiring linguistic notions of the language without leaving aside the development of confidence.

Besides, there is a need to update the curriculum for teacher training programs at *Universidad Pedagógica Nacional* to increase the hours of practice for pre-service teachers. In this sense, UPN language programs are still based on theory rather than practice when training pre-service teachers. This can be evidenced by the fact that pre-service teachers' practice occurs during the last year of the degree program, leading to insufficient pedagogical and didactic preparation and experience. More hours of practice are essential because they prepare pre-service teachers to join a learning environment with students effectively and improve their communication skills. Hence, pre-service teachers may have a balance of theory and practice concerning their pedagogical performance.

Concerning pre-service teachers' learning, it is crucial to consider that pre-service teachers should have no linguistic barriers during the Prosody instruction process. To communicate effectively, understanding the English language is mandatory because it provides the linguistic underpinning from which pre-service teachers will improve their communication skills. In that sense, pre-service teachers who do not know formal aspects of the language, such as grammar and language structure, would not accomplish the goals of the present proposal. Hence, participants should have an intermediate or advanced English language level to apply prosodic features in their learning process to communicate effectively.

According to the expressed above, soft skills and effective communication should also be included as essential goals to develop pre-service teachers' proficiency in the English language. It was evidenced that teachers do not prioritize prosodic features teaching of the English language during pre-service teachers' training. Instead, teachers prefer to focus their classes on learning pronunciation, grammar, and language structure.

Even though those aspects are essential to communicate, they do not provide enough paralinguistic information to be clear when speaking and become effective communicators. This is serious since pre-service teachers might not score C1 in English language proficiency to teach English after graduation.

Finally, pre-service teachers must be aware of the importance of displaying interest in the proposal to become effective communicators. To achieve that, pre-service teachers should develop the habit of studying independently and autonomously. In this perspective, they should be able to combine the learning of conceptual notions of their profession with the development of soft skills. So, intrapersonal and interpersonal skills will appear to help pre-service teachers interact with others and themselves. Thus, they can enrich their teaching performance by taking advantage of effective personal, social, and professional interactions.

Limitations

Concerning limitations, they may come depending on the learning environment chosen by the teacher since this pedagogical proposal was designed to be implemented asynchronously or synchronously. Regarding an asynchronous learning environment, this proposal considers the possibility of students' lack of access to the Internet due to socio-economic aspects that were not considered when designing the pedagogical proposal. In this sense, pre-service teachers can struggle to access the virtual material on Google classroom and slow down their progress. Even though pre-service teachers have some independence and reasonable time to accomplish the tasks, the Internet connection can be affected by several other reasons such as coverage and weather complications.

Furthermore, the teacher must design an organized calendar to achieve goals according to the proposal. There is an estimated academic period of ten sessions to achieve specific goals regarding Prosodic instruction, linguistic patterns, and effective communication. In this perspective, the teacher must organize time to avoid affectations in pre-service teachers' learning process. However, it is worth clarifying that teacher can decide if a specific lesson plan needs more or two sessions to achieve as long as it is devised for the benefit of pre-service teachers.

On the other hand, regarding a synchronous learning environment, the main preoccupation is that pre-service teachers and the instructor have difficulties finding specialized ICT places. In this regard, there is a lack of infrastructural investments at the campus concerning classrooms adapted for the use of technology. To carry out this proposal synchronously, all the participants must have easy access to computers or tablets. In this perspective, both pre-service teachers and teacher would have trouble accessing the online material to continue their learning process.

Moreover, the implementation of this proposal can be affected by the speed of the Internet at the campus. If the Internet is too slow, it can directly influence the time estimation to fulfill each lesson plan, so it would take longer to achieve expected goals. Even though the teacher can decide how long a lesson plan should be, this decision should not affect the corresponding time of the semester because it can lead to rejecting topics that are essential to achieve the expected goals. In this sense, it is necessary to ensure the quality of the internet network to avoid frustrations during the implementation of the proposal.

Finally, it is crucial to be aware of the difficulties that teaching synchronously can have regarding Covid-10 pandemic. In this respect, Colombia is currently opening all kinds

of establishments; however, there is some rejection from Colombians towards returning to present activities. This happens by taking into account that only a portion of the Colombian population has been vaccinated. Thus, applying a synchronous learning environment can be affected by the absence of pre-service teachers since they ask for more effective biosafety controls.

Suggestions for further research

To conclude, it is necessary to research the importance of acquiring and developing soft skills through Prosody instruction for pre-service teachers to become effective communicators. It was found out that the number of publications related to effective communication, soft skills development, and prosody instruction in pre-service teachers are not studied enough. This can perpetuate ignorance towards the vital role Prosody and soft skills have in pre-service teachers' training and teaching performance.

Moreover, UPN language programs should emphasize their curricula more to develop pre-service teachers' confidence to improve their oral skills. To achieve that, research studies related to drama techniques by teachers should be incentivized. Choosing drama techniques as didactic tools to lead pre-service teachers to develop intrapersonal and interpersonal skills would help them work on their insecurities and fears regarding their English language proficiency.

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Annexes

Cycle 3: My Thoughts, My Words

Lesson plan 1

Cycle 3: My thoughts, my words **Session 1: The audacity of native-speakerism** **Time: 120 minutes**
Aims: ● To question pre-set beliefs ● To raise awareness on how native-speakerism works ● To apply sentence stress and intonation into real speeches
Contents: • Native-speakerism • Thought groups • Sentence stress, intonation, tone of voice
Materials: ● Google Classroom: https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv
Drama techniques: ● Reflection ● Imitation ● Expressivity ● Gestures and body language

Procedures

- **Warm-up**

  10 minutes: the instructor will ask pre-service teachers the following questions on Menti: *Has your English criticized you? Talk about the situation. How did you feel? How did you react? (Annex 1: voting)*

- **Native-speakerism**

  30 minutes: The instructor will play a 13-minute video about a situation that shows how native-speakerism works *(Annex 2: this person criticized my English…this is my response).* After that, the teacher will ask a series of questions for pre-service teachers to lead a discussion around this topic. *(Annex 3: questionnaire)*

- **Thought groups**

  25 minutes: the instructor will pause the discussion around native-speakerism and start talking about how knowing about thought groups will help them sound more natural. The instructor will use the presentation on Genially to talk about thought groups and will use pre-service teachers' help to read the slides and participate (Annex 4: *thought groups)*

- **Speech analysis**

  55 minutes: the instructor will lead the analysis of the speech. This, to work on sentence stress, intonation, and tone of voice. The instructor will have them listen to a short video abstract from minute 5:23 to 6:18 *(Annex 40: this person criticized my English…this is my response).* He/she will share the script, and pre-service teachers will start breaking down the speech into content words, function words, thought groups, etc. *(Annex 5: speech analysis).* Whenever pre-service teachers analyze a line, they will enact it and imitate the rhythm they listened to.

- **Homework**

  Pre-service teachers will record an audio imitating the speech worked in class. They should pay attention to follow the stress and intonation patterns they analyzed visually

Annexes

Annex 1: *voting*

Annex 2: *The audacity of native-speakerism: this person criticized my English…this is my response*
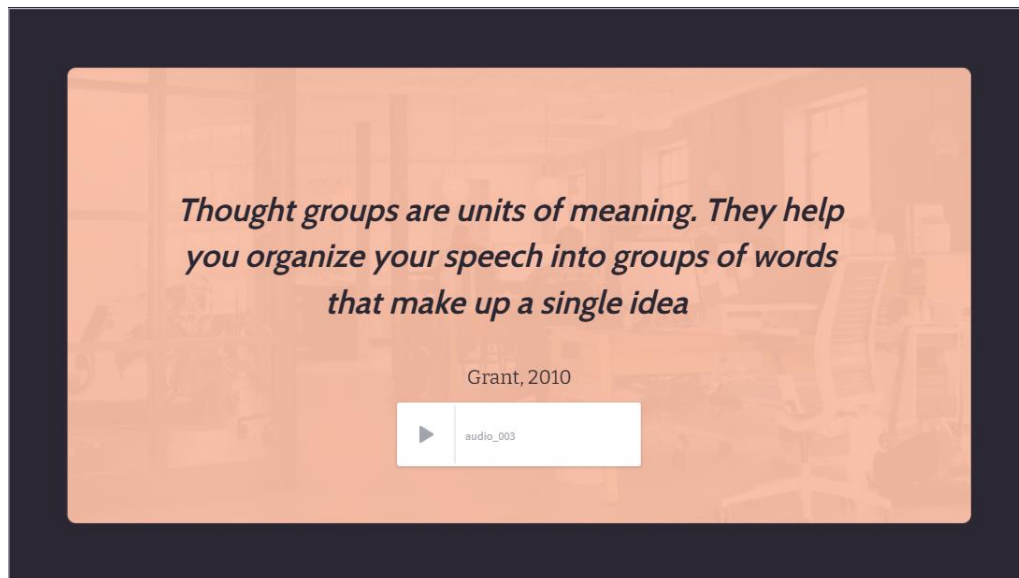
Annex 3: questionnaire

This person criticized my English... this is my response

1. What's the situation Hadar describes in the video?
2. Why are the reasons Hadar decided to talk about the comment she received?
3. How does native-speakerism work?
4. Imagine you were chosen to give a very important class because you're an expert on that subject. You prepared the class and it was a great success, it was clear, everybody loved it and you felt amazingly confident. Then you received a bad-aim to hurt comment on your English. How would you feel? how would you react?
5. If you had to choose, would you rather be extremely fluent, clear, and confident in

Annex 4: thought groups

Thought groups are units of meaning. They help you organize your speech into groups of words that make up a single idea

Grant, 2010

▶ audio_003

Annex 5: speech analysis

This person criticized my English… this is my response

Hadar Shemesh

Minute: 5:23 - 6:18

Second,

when someone says

you should never use it

as a non-native speaker,

It suggests that they,

as native speakers,

are entitled to use certain words

Lesson plan 2

Cycle 3: My thoughts, my words
Session 2: Who owns English?
Time: 120 minutes

Aims:

- To use Prosody naturally when giving points of view (Stress for contrast and emphasis)

- To boost pre-service teachers' confidence
- To raise awareness on their thoughts and mindset
- To question pre-set beliefs

Contents:

- Contrastive stress

Materials:

- Google Classroom:
  https://classroom.google.com/c/Mjg5MDMwNTkzNDA0?cjc=cg4zxv

Drama techniques:

- Expressivity
- Gestures and body language
- Debate
- Reflection

<div align="center">

Procedures

</div>

For the correct implementation of this lesson plan, pre-service teachers should have access to the debate's seven statements before it takes place. This, so that they can look for information and have strong, solid arguments. Also, this will ensure they use sentence stress, intonation, and tone of voice confidently.

- **Contrastive stress**

  30 minutes: the instructor will play a video about stress for contrast and emphasis. Pre-service teachers will watch it and take notes (*Annex 1, master English stress and intonation for contrast and emphasis).* After that, the instructor will share a list of sentences so that pre-service teachers apply the proper stress patterns according to the video watched (Annex 2: *statements).* This will help for the next activity, where pre-service teachers are intended to use everything they have learned, including contrastive stress.

- **Debate:**

  90 minutes: The instructor will use seven statements, and pre-service teachers will create groups. Pre-service teachers will have access to those statements beforehand to

prepare their arguments (*Annex 3: debate statements*). It is essential to consider the rules for the debate beforehand:

Virtual debate: statements will be shared one by one, and pre-service teachers who agree with the statement will have their cameras on, and those who disagree will have their cameras off. Each person will have their turn to explain why they agree or disagree.

On-site debate: statements will be shared one by one, and pre-service teachers who disagree will move in the opposite direction from those who agree. Again, there will be time for them to explain why they agree or disagree.

Before the debate starts, the instructor will share the debate rules he/she consider appropriate- apart from the ones mentioned above. Also, the instructor will explain what is expected of them. They should give solid and clear arguments, use proper grammar and vocabulary, and pay attention to prosodic features to communicate their ideas effectively.

- **Homework:**

After discussing the topic, pre-service teachers will record a video answering the question: who owns English? This should be a 3-minute video where they should use sentence stress and intonation correctly. They should also pay attention to their voices (*google classroom, lesson 9, assessment*).

Annexes

Annex 1: *master English stress and intonation for contrast and emphasis*

Annex 2: statements

Statements for contrast and emphasis

1. I thought you worked there for 1 year.
   No, I worked there for five years.

2. Do you know my birthday was last week?
   No, I thought it was last month.

3. Are you María?
   No, I'm Camila.

Annex 3: *debate statements*

Lesson plan 3

Cycle 3: My thoughts, my words
Session 3: What my voice portrays
Time: 120 minutes
Aims: • To use the vocal register to sound powerful and confident
Contents: • Vocal branding

Materials:

- Google Classroom:
  https://classroom.google.com/u/0/w/Mjg5MDMwNTkzNDA0/t/all

Drama techniques:

- Imitation
- Expressivity
- Reflection
- Gestures and body language

Procedures

- **Warm-up:**

  20 minutes: The instructor will play five videos showing different vocal registers (*Annex 1: vocal registers*). Every time they finish watching a video, the instructor will:

  1. Ask pre-service teachers three questions to figure out what they think about those voices (*Annex 2: questions*)

  2. Explain what the speaker is doing in every video: *vocal fry, up-speak, cutesy, etc.*

  3. Explain why those voices are inappropriate to teach a class, considering pre-service teachers' answers to the previously asked questions

  The last recording, Mary Chan, shows an excellent example of what a nice vocal range is. The instructor should ask pre-service teachers the same questions asked before, and he/ she should help pre-service teachers say why her tone of voice was more appropriate

- **Vocal branding**

  20 minutes: Pre-service teachers will watch a video about *vocal branding (Annex 3: vocal branding)*

- **What my voice portrays:**

  30 minutes: The instructor will ask pre-service teachers some questions to reflect on their voices *(Annex 4: my voice).* They will then record one audio answering those questions. The audios will be played for the entire class, and each pre-service teacher

will take notes of the things they liked and the things they didn't like about their voices.

- **Powerful voices**

   20 minutes: Pre-service teachers will go through a series of exercises on voice placement. This can be led by the teacher (*Annex 5: voice placement),* or a video can also be used for this purpose (*Annex 6: voice placement video)*

   30 minutes: The instructor will have pre-service teachers read aloud the text on the tone of voice (*Annex 7: text).* Each pre-service teacher will read one paragraph. The instructor will make sure pre-service teachers avoid the aspects they did not like about their voices and pay special attention to stress patterns and intonation. They should imagine they are giving an important speech. They are in charge of reading the paragraphs efficiently so that it is not evident they are reading.

   For the exercise to be successful, pre-service teachers will read the full text first; then, they will choose a paragraph that caught their attention and read it aloud.

Annexes

Annex 1: *vocal registers*

Amplify Your Voice - A C… Video de YouTube 51 minut…	Talking too Fast Video de YouTube 1 minuto
Real voice vs customer s… Video de YouTube 0 minutos	At Home With Kim Karda… Video de YouTube 17 minut…
1 Minute of Kim Kardashi… Video de YouTube 1 minuto	

Annex 2:*questions*

Questions

1. How do you feel after listening to him/her?
2. Would you like to listen to him/her speaking for an hour?
3. How does he/she sound? confident, professional, insecure?

Annex 3: *vocal branding*

Annex 4*: my voice*

My voice

1. Do you like your voice? why?

2. Do you listen to yourself?

3. How do you want to feel when you listen to yourself?

4. How do you want others to feel when they listen to you?

Annex 5: *voice placement*

- **Vowels**
    1. Take a deep breath from your belly and then release it with the sound of the spanish vowels. It is important not to stop till you get to make the last vowel sound. The transition between each vowel should be a continuous and long sound. Do this two times.
- **Playing with words**

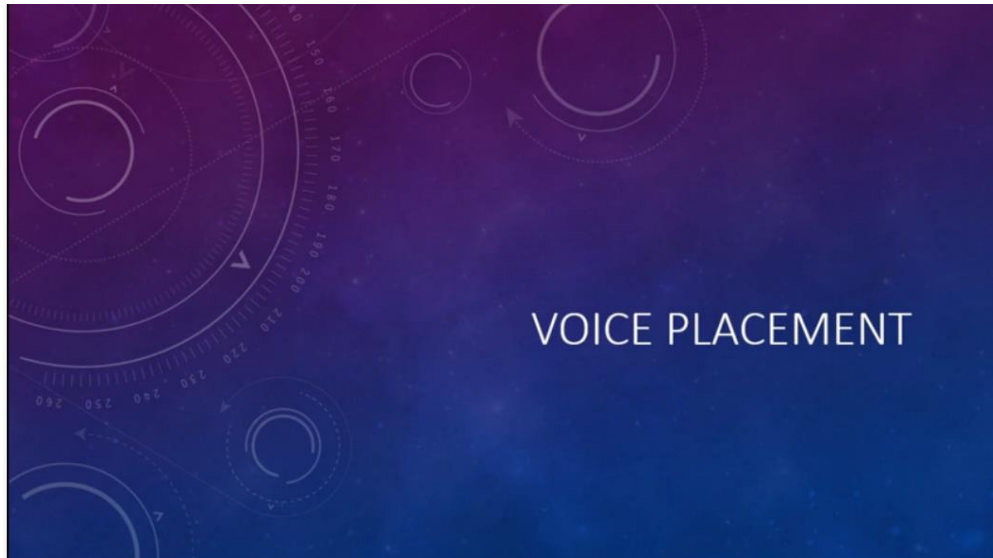   *Strawberry*
    Important
    Better
    Tomorrow

    1. You will read the words above or come up with your own words. The words should be read in different ways, they should not be read the same. Try to read them in the following ways:

        As fast, then as slowly, as possible
        Changing the intonation
        Changing the mood

Annex 6: *voice placement video*

Annex 7: *text*

Does your voice reflect your communication image? Does your voice reflect your brand?

Communication is the art of relaying an idea to another individual with purposeful intent and the receiver of that information accurately understanding and integrating the intended information. Effective communication is a feedback loop, not a one-way street of verbal idea dumping. As humans, we are the only species uniquely equipped to communicate with verbal language. Beyond the words we choose, we can use the power of voice as the primary mode to influence and connect with others through five key elements that fashion our individual Voice Brand™.