



# Analysis of Prosody in Speech: Basis for Development of Activities

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## How to cite this paper:

Naoe, D.A. (2025). Analysis of Prosody in Speech: Basis for Development of Activities. Wesleyan Scientific Review 3(1).

<http://doi.org/10.54788/wsr.v3i1.135>

**Received:** May 3, 2025

**Reviewed:** May 6, 2025

**Accepted:** June 4, 2025

**Published:** June 26, 2025

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<https://www.wesleyan.edu.ph/journals/index.php/WSR/index>

## Abstract

This study delves into the essential role of prosody in speech and its significant impact on effective communication among Grade 8 students at Bongabon National High School. Recognizing that prosody—encompassing stress, intonation, and rhythm—is vital for reading fluency and emotional expression, the research aims to analyze students' needs and enhance their prosodic skills through engaging activities. By employing a developmental research design, the study introduces a variety of interactive exercises, such as "Exploring Stress Patterns in Sentences" and "Stress Pattern Dialogue," which allow students to practice and experience the nuances of prosody firsthand. Data collection involved assessing students' performances using structured rubrics that focused on their ability to identify stress patterns and apply appropriate intonation. The results revealed a significant improvement in students' prosodic awareness, with many expressing newfound confidence in their speaking abilities. This growth not only enhances their language proficiency but also fosters a deeper connection with their peers, allowing for more meaningful interactions in both academic and social settings. The findings highlight the importance of integrating prosody into language instruction, providing educators with practical strategies to enrich their teaching practices. By focusing on prosodic skills, teachers can create a supportive environment that encourages students to articulate their thoughts clearly and confidently. Ultimately, this study underscores the transformative potential of prosody in education, equipping students with the communication skills necessary to navigate an increasingly complex world. The research serves as a call to action for educators to embrace innovative methods that prioritize prosody, enriching students' learning experiences and empowering them to communicate effectively in diverse contexts.

*Keywords: Prosody, Communication Skills, Stress, Intonation*



## INTRODUCTION

Understanding the importance of prosody goes beyond mere academic achievement; it plays a crucial role in cultivating emotional intelligence and social awareness among students. Research has shown that students who excel at recognizing and using prosodic features tend to have improved reading fluency and comprehension, which are vital as they navigate the transition from middle school to high school (Katz & Frost, 2019). This skill not only enhances their ability to understand texts but also helps them interpret emotions and intentions in both spoken and written communication. As students learn to recognize these nuances, they become better equipped to engage in complex social interactions with empathy and effectiveness (Tsuruta, 2023). The K-12 Curriculum recognizes the significance of prosody in oral language and fluency, specifically under code EN8OL-Ie-5, which emphasizes the use of appropriate prosodic features when delivering lines. By incorporating prosody analysis into the curriculum, educators create opportunities for students to explore how variations in stress and intonation can change meaning. The activities empower students to express themselves more clearly and confidently, fostering a deeper connection with their peers and the material they engage with. Ultimately, embracing prosody in education not only enriches students' learning experiences but also nurtures their ability to communicate effectively in an increasingly complex world.

Conducting this study is important for enhancing the educational experience of students at Bongabon National High School. By focusing on the analysis of prosody and developing specific activities, we can foster a vibrant learning environment that not only improves language skills but also nurtures empathy among students. These activities will encourage students to engage with one another, leading to deeper connections and a better understanding of communication. The findings from this research will add valuable insights to the existing body of knowledge, highlighting the significance of prosody in effective teaching practices. Furthermore, this study will provide educators with practical strategies to incorporate prosodic training into their lessons, making learning more relatable and impactful. By equipping students with these skills, we prepare them to become confident communicators who fully appreciate the nuances of spoken language. This understanding is essential for their future interactions, both academically and socially. Finally, embracing prosody in education will enable our students to communicate clearly and effectively, allowing them to navigate the complexities of the world with confidence and purpose.

Prosody is a crucial element of spoken language, encompassing the stress, and intonation that help convey meaning and emotion in our communication. It plays an important role in how we comprehend messages and engage with others, greatly influencing our interpretations of what is being said (Gussenhoven, 2021). In today's interconnected world, where effective communication skills are essential, having a solid understanding of prosody is especially vital for adolescents. For the students, developing prosodic awareness can lead to significant improvements in their academic performance and social interactions. By recognizing the nuances of speech, these students can express themselves more clearly and connect with their peers on a deeper level. This enhancement not only supports their learning but also empowers them to navigate complex social situations with confidence. In the end, fostering prosody in education can enrich their overall experience, preparing them for success in various aspects of life. Research indicates a strong relationship between prosodic awareness and language development. Katz and Frost (2019) found that students who are attuned to prosodic features tend to exhibit improved reading fluency and comprehension. This improvement is crucial for students, who are transitioning from learning basic literacy to engaging with more complex texts. The ability to recognize intonation and stress patterns allows students to interpret and understand the emotional nuances embedded in language (Leong &



Watanabe, 2022). Moreover, Tsuruta (2023) emphasizes that prosody aids in sentence segmentation, a skill vital for effective information processing. As students that enhance their prosodic skills, they not only improve their reading abilities but also their overall engagement with the material. Beyond its influence on literacy, prosody is deeply connected to emotional and social intelligence. Adolescents often depend on prosodic cues to navigate their social interactions and understand the emotions conveyed by others. Research by Sweeney et al. (2020) reveals that students who are skilled at recognizing prosody tend to show greater empathy and social awareness, which is crucial during the pivotal middle school years. For Grade 8 students, building these skills is especially important as their peer relationships become more significant and complex. By integrating prosody into educational practices, we can help students enhance their emotional intelligence, allowing them to connect with their classmates in more meaningful ways. This not only promotes a positive classroom environment but also equips students with the tools they need to succeed in their social lives outside of school. Finally, fostering an understanding of prosody can lead to more compassionate and effective communicators. To help students improve their prosodic abilities, effective teaching techniques are essential. Engaging in activities that highlight the melodic and rhythmic elements of speech can significantly enhance their verbal communication skills. For instance, when students read aloud with an emphasis on stress and intonation, they can explore how variations in pitch and loudness influence meaning (Gussenhoven, 2021). This practice not only boosts their understanding of the text but also makes the reading experience more dynamic and engaging. Additionally, role-playing activities provide valuable hands-on experience, allowing students to use prosody to express emotions effectively (Chen, 2020). By actively participating in these exercises, students can develop their verbal and nonverbal communication skills, fostering greater confidence in their interactions. Ultimately, incorporating such techniques into the classroom creates a supportive environment where students feel empowered to express themselves clearly and authentically.

In the context of the Philippine educational system, prosody remains a relatively under-explored area in language education. However, recent studies suggest that integrating prosody into the curriculum can yield significant benefits. For example, a study by Reyes and Alonzo (2022) highlights the importance of teaching prosody to Filipino students, as it enhances not only their comprehension skills but also their ability to express emotions effectively. This aligns with the findings of Jumar and Santos (2023), who argue that fostering prosodic awareness can contribute to the overall development of language skills among Filipino adolescents. In K-12 Curriculum prosody of speech is included in oral language and fluency, the code is EN8OL-Ie-5: Use appropriate prosodic features of speech when delivering lines. By focusing on prosody, educators can address the unique linguistic and cultural contexts of the students. For Grade 8 students, analyzing prosody is especially important as they get ready for high school and the academic challenges that lie ahead. By participating in activities focused on prosodic features, students can learn how vital effective communication is in different settings, from classroom discussions to social interactions with friends. These skills are not just academic tools; they help students feel more confident in expressing themselves in their everyday lives. As they practice using stress and intonation, they gain a deeper understanding of how to convey meaning and emotion through their speech (Yu & Hsu, 2021). This newfound confidence can positively impact their relationships and participation in group activities. Ultimately, developing prosodic awareness equips students with the necessary communication skills that will benefit them both inside and outside the classroom. By fostering these abilities, we help them become more articulate and expressive individuals, ready to face the challenges of high school and beyond.

In conclusion, analyzing prosody in speech is an essential focus area that can greatly benefit students. By fostering prosodic awareness, educators have the opportunity to enhance not only students' literacy skills but also their emotional intelligence and overall communication abilities. When prosody is integrated into teaching methodologies, it offers practical insights and strategies that can make learning more engaging



and impactful. This approach allows students to connect with the material on a deeper level, promoting a richer educational experience. Ultimately, by empowering students with these vital skills, we are not only supporting their academic success but also preparing them for effective communication in an increasingly interconnected world. As they learn to express themselves with clarity and confidence, they become better equipped to navigate their futures. In this way, the study of prosody becomes a transformative tool for personal and academic growth.

The analysis of prosody in speech is grounded in the understanding that prosodic features—such as stress and intonation—are critical for effective communication and comprehension. This theoretical framework suggests that a thorough understanding of prosody can inform the development of educational activities aimed at enhancing students' communicative competence. Gussenhoven (2016) asserts that prosody serves as an essential organizing principle in speech, enabling listeners to discern meaning and emotional nuances. Dilley and McAuliffe (2016) further highlight that prosodic cues are vital for parsing spoken language, allowing speakers to convey their intentions clearly. In the context of language acquisition, Kuhl (2016) emphasizes the significance of prosody in helping learners interpret emotional and contextual cues, indicating that awareness of prosodic patterns can enhance language learning outcomes. Moreover, Wagner and Watson (2019) discuss how prosody plays a critical role in conveying emotional expression, suggesting that activities designed to train students in prosodic awareness can foster both expressive skills and emotional intelligence. Thus, the analysis of prosody provides a robust foundation for developing targeted educational activities that enhance language proficiency and social interaction.

In employing a developmental research style, the research paradigm for analyzing prosody in speech consists of four key stages: analyze, design, develop, and implications. In the analyze phase, educators conduct a needs assessment to identify the current levels of prosodic awareness among students. Following the analysis, the design phase focuses on creating a series of targeted activities that are both engaging and pedagogically sound. Drawing on the insights gained from the analysis, educators can design activities like reading of different texts and guided with rubrics. In the develop phase, the designed activities are implemented within the classroom setting. Educators provide explicit instruction on prosodic elements, modeling effective prosodic use and guiding students through practice exercises that reinforce their learning. Finally, the implications phase evaluates the effectiveness of the activities in enhancing students' prosodic awareness and overall communicative competence. The insights gained from this phase not only inform future instructional practices but also contribute to a broader understanding of how prosody can be integrated into language education to facilitate more effective communication skills among learners.

The primary problem addressed in this study is the lack of awareness and understanding of prosody among Grade 8 students at Bongabon National High School. Specifically, the research seeks to answer the following questions:

1. How can the needs of students in terms of prosody in speech be analyzed?
2. What activities can be designed and developed to improve prosodic awareness and skills?
3. What are the implications of the study's results in the field of language teaching?

## METHODOLOGY



## Research Design

Developmental research design was utilized in this study to dive into how students acquire and enhance their prosodic skills, which are vital for effective communication. According to Pacheco and Corral (2018), developmental research plays a crucial role in identifying growth patterns and understanding the changes in behavior and cognition that occur throughout a person's life. This approach enables researchers to follow the progression of specific skills, providing valuable insights for targeted

educational interventions. In this study, the researcher concentrated on the prosody of speech, recognizing its importance in helping students express themselves clearly and effectively. To foster this understanding, a variety of engaging activities were introduced, specifically designed by the researcher to cater to the unique needs of her students. By employing a developmental research design, the study not only contributes to academic theories but also offers practical strategies that educators can apply to enhance learning across different age groups. Ultimately, this research highlights the vital role of prosody in language development and its potential to improve students' communication skills in real-world situations, making their voices heard more clearly and confidently.

## Research Locale

The study took place at Bongabon National High School in Bongabon, Nueva Ecija, during the school year 2024-2025. This school has a remarkable reputation for continually increasing its enrollment each year, demonstrating its dedication to making a positive impact on students' lives and fostering a vibrant educational community. Inspired by this commitment to growth and transformation, the researcher chose Bongabon National High School as the focal point for her study. The diverse and enthusiastic student body provided a rich environment for exploring the nuances of prosody in speech. By engaging with these students, the researcher aimed to gather meaningful data that would inform the development of effective activities tailored for Grade 8. This research not only sought to enhance students' prosodic skills but also aimed to empower them to express themselves more confidently. Ultimately, the study represents a step toward enriching the educational experience for students at Bongabon National High School, helping them find their voices in the world.

## Data Gathering Procedure

The data gathering process for this study was carefully planned to ensure a smooth and effective approach to collecting valuable insights from the participants. The preparation of the reading activities designed to assess prosodic skills. Next, the researcher schedule sessions for conducting the reading activities for Grade 8 students. During the session, the researcher clearly explained the purpose activities. Finally, the researcher ensured that all collected data was securely organized and stored for analysis.

## Data Analysis

In this study, the data management and analysis process focused on reading activities designed to enhance prosody in speech, accompanied by evaluation rubrics. The researcher recognized that these activities were not merely tasks to complete; instead, they offered students opportunities to express themselves and develop meaningful communication skills. To effectively analyze the gathered data, the researcher organized the results from the reading activities into a structured format. Each student's performance was assessed using established rubrics that specified criteria related to stress and intonation. This systematic approach provided clear benchmarks for assessment while also



allowing the researcher to celebrate each student's individual progress. Ultimately, this focus on both analysis and celebration fostered a supportive learning environment that encouraged continuous growth.

As the researcher reviewed the performance data, it became evident that the rubrics served as more than just a scoring guide; indeed, they acted as a conversation starter between the researcher and the students. Furthermore, the analysis focused on identifying trends in students' prosodic skills, which allowed the researcher to determine which activities resonated most with the learners. This insight was invaluable, as it informed future instructional strategies and helped tailor activities that would better meet the students' needs. Throughout the data management and analysis process, the researcher remained committed to fostering an environment of support and encouragement. By treating the reading activities and rubrics as tools for growth, the study aimed to enhance not only the students' prosodic skills but also their confidence in expressing themselves. Ultimately, this thoughtful approach to data analysis reflected a deep appreciation for the students' voices and experiences, thereby reinforcing the importance of prosody in effective communication within the educational context. Overall, the combination of structured evaluation and supportive feedback created a rich learning experience that empowered students to thrive in their communication journeys.

## RESULTS AND DISCUSSION

The primary problem addressed in this study is the lack of awareness and understanding of prosody among 40 Grade 8 students at Bongabon National High School. To analyze the needs of these students regarding prosody in speech, the research employed practical activities. Initial assessments revealed a noticeable gap in students' abilities to identify stress patterns and utilize appropriate intonation in their spoken language. Many students expressed feelings of uncertainty and discomfort when tasked with identifying stressed words or correctly modulating their intonation. Consequently, the study sought to provide a structured approach to address these needs, combining theoretical insights with practical applications. By engaging students in activities such as Exploring Stress Patterns in Sentences, Stress Pattern Dialogue, Stress Pattern Song Analysis, Reading and Speaking Stressed Words, Stress Pattern, Intonation Patterns in Dialogue, Intonation Practice through Dialogue Intonation Tongue Twisters, Intonation News Report, and Falling and Rising Intonation, the research aimed to create a supportive environment for learning. The results indicated that students benefited significantly from these activities, leading to increased confidence in their spoken communication skills.

### 1. The needs of students in terms of prosody in speech

To improve prosodic awareness and skills, the study designed a variety of engaging activities tailored to the needs of the students. These activities emphasized reading sentences with stressed words, dialogues focusing on the emotional nuances of intonation, and fun exercises like tongue twisters to practice vocal variety. For example, during the "Stress Patterns in Sentences" activity, students practiced sentences such as "I didn't say he stole MY money," which allowed them to explore how stress changes meaning. The findings showed that approximately 85% of students were able to accurately identify and emphasize stressed words after participating in these activities. This improvement was not merely academic; students reported feeling more enthusiastic about speaking and were eager to engage in conversations. The activities fostered a sense of collaboration and creativity within the classroom, making the learning experience richer and more enjoyable. Overall, these targeted interventions proved effective in enhancing students' prosodic awareness and skills.



## 2. Designed or developed activities to improve prosodic awareness and skills

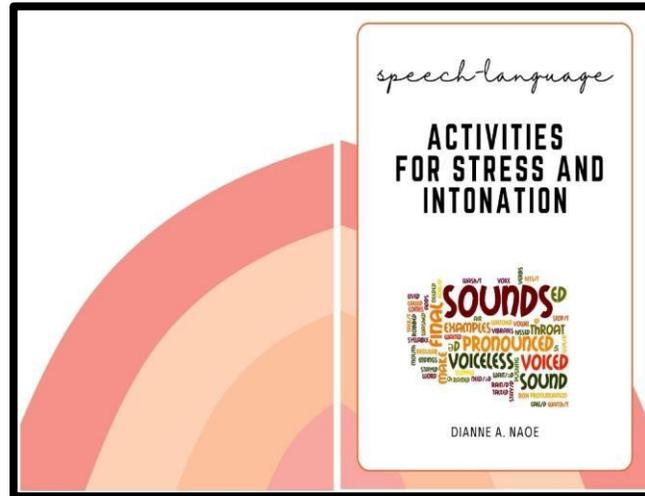


Figure 1. Developed activities for prosody in speech

The activities are crafted to actively involve students in discovering how emphasizing certain words can completely change the meaning of a sentence. Students will read aloud and pinpoint stressed words, allowing them to experience firsthand how these prosodic features can convey feelings and intentions. This hands-on approach helps students appreciate the richness of spoken language, transforming their communication skills and deepening their understanding of how tone and emphasis shape our interactions. Ultimately, these activities empower learners to express themselves more authentically and effectively, fostering stronger connections in their everyday conversations. The introduction of falling and rising intonation also encourages students to identify different intonation patterns, which are essential for expressing emotions and asking questions effectively. All these activities not only refine students' linguistic skills but also empower them to communicate more expressively and authentically. By engaging in these dynamic lessons, learners will cultivate a richer, more nuanced understanding of language that extends far beyond the classroom, equipping them with essential tools for meaningful interactions in their everyday lives.



**Activity 1: Exploring Stress Patterns in Sentences**

**Objective:** Identify and practice stress patterns in spoken sentences.

**Instructions:**

1. Read the sentences aloud.
2. Emphasize the stressed words as indicated by the capitalization.
3. Discuss how the stress changes the meaning of each sentence.

**Sentences to Practice:**

1. I **didn't** say he stole **MY** money.  
(Emphasize "MY" to indicate the speaker is referring to their own money.)
2. I **didn't** **SAY** he stole **my** money.  
(Emphasize "SAY" to indicate that the speaker did not verbalize that.)
3. I **DIDN'T** say he stole **my** money.  
(Emphasize "DIDN'T" to indicate denial or contradiction.)
4. I **didn't** say **HE** stole **my** money.  
(Emphasize "HE" to indicate that someone else might have stolen it.)
5. I **didn't** say he **STOLE** my money.  
(Emphasize "STOLE" to indicate that the action happened in the past.)
6. I **didn't** say he stole **my MONEY**.  
(Emphasize "MONEY" to indicate the specific thing that was stolen.)
7. I **didn't** say he stole my money, I **said** he borrowed it.  
(Emphasize "borrowed" to clarify the action taken.)
8. I **didn't** say he stole my money; I **said** he borrowed it from you.  
(Emphasize "from YOU" to indicate the person from whom it was borrowed.)
9. I **didn't** say he stole my money; I **said** he might have taken it.  
(Emphasize "might have taken it" to indicate uncertainty.)
10. I **didn't** say he stole my money, but I **did** say he was acting suspiciously.  
(Emphasize "acting suspiciously" to suggest other concerns.)

**Rubric:**

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Identification of Stress	Accurately identifies and emphasizes all stressed words	Identifies most stressed words with minor errors	Identifies some stressed words, but lacks clarity	Fails to identify stressed words
Clarity of Explanation	Provides insightful explanation of how stress changes meaning	Clear explanation with some insights	Basic explanation, lacks depth	Minimal or unclear explanation
Presentation Skills	Clear, confident delivery; engages audience effectively	Clear delivery; maintains audience interest	Somewhat clear; limited engagement	Difficult to understand; no engagement

**Discussion Questions:**

1. How does changing the stressed word affect the meaning of the sentence?
2. Which sentence had the most significant change in meaning due to stress? Why?
3. Why do you think stress is important in spoken language?

**References:**

Kelly, G. (2000). How to Teach Pronunciation. Pearson Education Limited.

Figure 2. Activity 1: Exploring Stress Patterns in Sentences

Activity 1: Exploring Stress Patterns in Sentences is crafted to help students grasp how stress in spoken language can shift meaning in powerful ways. As they read sentences aloud and emphasize certain words, they embark on a lively journey through the intricacies of communication. For example, when a student emphasizes "MY" in "I didn't say he stole MY money," it clearly expresses personal ownership, while stressing "DIDN'T" strongly conveys denial. These subtle shifts in emphasis reveal how interpretations can change entirely, sparking critical thinking among students as they discuss the influence of stress on meaning. The activity also includes a rubric that sets clear assessment criteria, making it easier for students to identify stressed words and understand their significance. Through thought-provoking discussion questions, learners reflect on their experiences with language, encouraging them to share their insights and feelings. Ultimately, this exploration not only boosts their confidence in speaking publicly but also equips them with vital communication skills for both academic and social settings. By engaging in this activity, students become more aware of the expressive power of their voices, enriching their ability to connect with others in meaningful ways.

**Activity 2: Stress Pattern Dialogue**

**Objective:** Students will create and perform dialogues, emphasizing stress patterns to convey different meanings.

**Instructions:**

1. In pairs, create a short dialogue using the following sentences:  
"I can't believe you did that!"  
"I thought you were going to help."  
"You really enjoyed that, didn't you?"
2. Identify the stressed words in each sentence and decide how to emphasize them for different meanings.
3. Discuss how the stress changes the meaning of their dialogues.

**Alex:**  
I can't believe you did that!  
(Emphasizing "did" to express disbelief about a surprising action.)

**Jamie:**  
Well, I thought you were going to help!  
(Emphasizing "thought" to indicate Jamie's expectation.)

**Alex:**  
You really enjoyed that, didn't you?  
(Emphasizing "enjoyed" to question Jamie's reaction.)

**Jamie:**  
Of course! I thought it would be fun.  
(Emphasizing "fun" to clarify Jamie's perspective.)

**Alex:**  
But you left me to clean up!  
(Emphasizing "left" to highlight Jamie's action.)

**Jamie:**  
"I didn't" leave\* you! I was just busy talking!  
(Emphasizing "leave" to contradict Alex's accusation.)

**Rubric:**

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Identification of Stress	Accurately identifies and emphasizes all stressed words	Identifies most stressed words with minor errors	Identifies some stressed words, but lacks clarity	Fails to identify stressed words
Clarity of Explanation	Provides insightful explanation of how stress changes meaning	Clear explanation with some insights	Basic explanation, lacks depth	Minimal or unclear explanation
Presentation Skills	Clear, confident delivery; engages audience effectively	Clear delivery; maintains audience interest	Somewhat clear; limited engagement	Difficult to understand; no engagement



Activity 2: Stress Pattern Dialogue invites students to dive into the world of spoken language by creating and performing dialogues that emphasize stress patterns, allowing them to convey different meanings through their delivery. In pairs, students craft short dialogues using specific sentences, such as "I can't believe you did that!" and "I thought you were going to help," encouraging them to explore the emotional weight carried by each word. As they identify the stressed words and decide how to emphasize them, they learn how subtle shifts in tone can alter perceptions and responses in conversation. When the students perform their dialogues, students experience firsthand how stress can change meanings, leading to rich discussions about the nuances of communication. This activity ultimately empowers learners to become more expressive speakers, helping them appreciate the art of conversation in everyday interactions. By participating in this engaging and creative dialogue exercise, students enhance their ability to connect with others, bringing their words to life in a way that resonates with their peers.

**Activity 3: Stress Pattern Song Analysis**

**Objective:**  
Students will analyze songs to identify stress patterns and discuss their meanings.

**Instructions:**

1. Listen to the song and read along with the lyrics.
2. Identify and underline the stressed words in the lyrics.
3. Discuss how the stress on certain words changes the meaning of the song.
4. Perform a short section of the song, emphasizing the identified stressed words.
5. Here are the lyrics from "I Will Survive" by Gloria Gaynor that can be used for the Stress Pattern Song Analysis activity. These lyrics have clear stressed words that students can emphasize while performing the song.

**Lyrics: "I Will Survive" by Gloria Gaynor**

At first I was afraid, I was petrified  
Thinking I could live without you by my side  
And after spending nights  
Thinking how you did me wrong  
I grew strong  
And I learned how to get along

**Rubric:**

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Identification of Stress	Accurately identifies and emphasizes all stressed words	Identifies most stressed words with minor errors	Identifies some stressed words, but lacks clarity	Fails to identify stressed words
Clarity of Explanation	Provides insightful explanation of how stress changes meaning	Clear explanation with some insights	Basic explanation; lacks depth	Minimal or unclear explanation
Presentation Skills	Clear, confident delivery; engages audience effectively	Clear delivery; maintains audience interest	Somewhat clear; limited engagement	Difficult to understand; no engagement

Figure 3. Activity 3: Stress Patterns Song Analysis

Activity 3: Stress Pattern Song Analysis is a wonderful opportunity for students to connect with music in a way that deepens their understanding of language and emotion. By analyzing the lyrics of "I Will Survive" by Gloria Gaynor, students engage with a powerful anthem of resilience that many can relate to. As they listen to the song and follow along with the lyrics, they will underline the stressed words, discovering how these emphases can change the meaning of the song and evoke different feelings. For example, when students emphasize "afraid," it highlights vulnerability, while stressing "strong" showcases growth and empowerment. This not only enriches their appreciation for the song but also sparks lively discussions about how stress influences the listener's experience. Then, as they perform sections of the song, students breathe life into their interpretations, using their voices to express the emotions behind the lyrics. This performance aspect encourages them to express themselves confidently while reinforcing their understanding of prosody in a creative context. The rubric



provides clear guidelines for assessment, helping students reflect on their learning journey. Ultimately, this activity transforms the classroom into a space where students can explore the emotional power of language through music, making their learning experience relatable and memorable. It’s a celebration of how words and stress can come together to convey the richness of human experience, allowing students to connect with both the art of language and their own personal narratives.

**Activity 4: Reading and Speaking Stressed Words**

**Objective:**  
Students will practice reading sentences aloud while emphasizing stressed words to improve their pronunciation and understanding of word stress.

**Instructions:**

1. In pairs or small groups, students will take turns reading the sentences aloud.
2. One student reads the sentence, emphasizing the stressed words as indicated by capitalization.
3. The other student listens and provides feedback on the emphasis and clarity of pronunciation.

**Sentences:**

1. I really enjoyed that movie last night.
2. I didn't say she called me yesterday.
3. I didn't mean to hurt your feelings.
4. I thought you were going to join us.
5. I didn't see him at the party.
6. I can't believe you forgot my birthday!
7. I didn't know you liked that restaurant.
8. I didn't say it was easy to solve.
9. I thought you were helping me with the project.
10. I didn't say he was wrong, just that he was misinformed

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Identification of Stress	Accurately identifies and emphasizes all stressed words	Identifies most stressed words with minor errors	Identifies some stressed words, but lacks clarity	Fails to identify stressed words
Clarity of Explanation	Provides insightful explanation of how stress changes meaning	Clear explanation with some insights	Basic explanation; lacks depth	Minimal or unclear explanation
Presentation Skills	Clear, confident delivery; engages audience effectively	Clear delivery; maintains audience interest	Somewhat clear; limited engagement	Difficult to understand; no engagement

Figure 4. Activity 4: Reading and Speaking Stressed Words

Activity 4: Reading and Speaking Stressed Words is a fantastic way for students to dive into the rhythm and melody of spoken language. In this activity, students have the opportunity to practice reading sentences aloud, paying special attention to the words that hold the most significance—those that are emphasized through stress. As they work in pairs or small groups, they not only hone their pronunciation skills but also create a supportive atmosphere where they can cheer each other on. When one student reads and emphasizes a word, like “really” in “I really enjoyed that movie last night,” it brings the sentence to life, making it more engaging for the listener. The listening partner plays a crucial role too, offering feedback that helps sharpen their peer’s delivery and clarity. This collaborative approach fosters connections among classmates, as they learn to express themselves more effectively together. The variety of sentences allows students to explore different emotions and contexts, helping them understand how stress can change the tone of a conversation. With the rubric guiding their performance, students feel motivated to strive for clear and confident delivery, which boosts their self-esteem. Ultimately, this activity transforms the experience of learning into one that emphasizes communication as a powerful tool for connection, making each student feel heard and valued in the process.



**Activity 5: Stress Pattern**

**Objective:**  
Students will learn to identify and practice the stress patterns of specific words that change depending on their grammatical function as nouns or verbs.

**Instructions:**

- o Begin by explaining the concept of word stress and its significance in English pronunciation. Emphasize how the stress pattern changes based on whether a word is used as a noun or a verb.
- o Provide examples such as "present" (PRE-sent as a noun and pre-SENT as a verb) to illustrate the concept.
- o Instruct students to write the correct stress pattern.
- o Ask them to pronounce each word according to its stress pattern, emphasizing the correct syllables. For example:
  - For "record" as a noun: **PRE**-sɪd
  - For "record" as a verb: pre-**SENT**

**Note:** This activity not only reinforces the concept of word stress but also enhances students' collaborative and communicative skills. By actively participating in the matching and pronunciation practice, students will gain confidence in using these words correctly in their speaking and writing.

**Stress Pattern**

Words	Stress Pattern Noun	Stress Pattern Verb
Example: present	PRE-sent	pre-SENT
record		
conduct		
object		
import		
content		
project		
contest		
refuse		
increase		

**Reference:**  
Celce-Murcia, M., Brinton, D. M., & Goodwin, J. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*.

Figure 5. Activity 5: Stress Pattern

Activity 5: Stress Pattern is an exciting way for students to discover how the emphasis we place on certain syllables can change the meaning of words, depending on whether they're used as nouns or verbs. This activity starts with a friendly discussion about word stress, making it relatable and easy to understand. For instance, when students hear the word "present," they learn that saying "PRE-sent" refers to a gift, while "pre-SENT" means to show or introduce something. By providing clear examples, students can visualize how these subtle shifts in stress can affect communication. As they write down the correct stress patterns for different words, they become more engaged, realizing that mastering these patterns will help them sound more fluent and confident. Pronouncing each word together not only reinforces their learning but also fosters a sense of camaraderie in the classroom, as they share the experience of learning something new. This collaborative environment encourages students to help one another, offering tips and feedback that enhance their understanding and pronunciation skills. Ultimately, this activity empowers them to use these words correctly in their conversations and writing, making language feel less intimidating and more accessible. By exploring the intricacies of word stress, students not only improve their linguistic abilities but also gain the confidence to express themselves effectively in any situation.



**Activity 1: Intonation Patterns in Dialogue**

**Objective:** Students will practice using appropriate intonation patterns in spoken dialogue.

**Description:**  
In small groups, students will write a short dialogue that includes at least three questions (e.g., yes/no questions and wh-questions) and three statements. They will rehearse the dialogue, focusing on correct intonation patterns (e.g., rising intonation for yes/no questions). Each group will perform their dialogue, highlighting the differences in intonation.

**Short Dialogue for Practicing Intonation Patterns**

**Setting:** A conversation between two friends, Alex and Jamie, discussing their weekend plans.

**Alex:** Hey Jamie, are you going to the concert this Saturday?  
**Jamie:** Yes, I am! Are you coming with me?  
**Alex:** I'd love to! What time does it start?  
**Jamie:** It starts at 7 PM. Do you have your tickets yet?  
**Alex:** No, I haven't bought them. Can we get them together?  
**Jamie:** Sure! I heard they're still available online.  
**Alex:** That sounds great! Do you want to grab dinner before the concert?  
**Jamie:** Yes, let's do that! Where do you want to eat?  
**Alex:** How about that new Italian place downtown?  
**Jamie:** Perfect! I've been wanting to try it.

**Intonation Focus:**

- Questions: Pay attention to the rising intonation in yes/no questions (e.g., "Are you coming with me?") and the falling intonation in Wh- questions (e.g., "What time does it start?").
- Statements: Notice the natural falling intonation at the end of statements (e.g., "I'd love to!").

**Intonation Rubric**

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
<b>Intonation Patterns</b>	Consistently uses appropriate intonation patterns that enhance meaning and emotion.	Generally uses appropriate intonation patterns, with minor inconsistencies.	Uses some appropriate intonation patterns, but lacks clarity or consistency.	Rarely uses appropriate intonation patterns; speech is monotone or unclear.
<b>Emotional Expression</b>	Effectively conveys emotion and intent through intonation, enhancing listener engagement.	Usually conveys emotion and intent through intonation, but may lack some effectiveness.	Occasionally conveys emotion, but lacks clarity or depth in expression.	Fails to convey emotion or intent; speech lacks engagement.
<b>Clarity and Pronunciation</b>	Speech is clear and easy to understand; pronunciation is accurate throughout.	Speech is mostly clear; occasional pronunciation errors do not hinder understanding.	Speech is somewhat unclear; multiple pronunciation errors affect comprehension.	Speech is unclear and difficult to understand due to poor pronunciation.
<b>Engagement with Audience</b>	Engages the audience effectively through vocal variety and appropriate intonation.	Engages the audience most of the time but may lack some enthusiasm or variety.	Limited audience engagement; lacks vocal variety and intonation changes.	Does not engage the audience; performance is flat or disengaging.

Figure 6. Activity 1: Intonation Patterns in Dialogue

Activity 1: Intonation Patterns in Dialogue offers students a dynamic platform to practice and refine their spoken communication skills through the use of intonation. This activity not only enhances their understanding of intonation but also allows them to explore how rising and falling tones can convey different meanings in questions and statements. For example, they learn that a rising intonation at the end of a yes/no question indicates uncertainty or inquiry, while a falling intonation in statements conveys confidence and closure. As they rehearse their dialogues, students get the chance to play with their voices, discovering how subtle changes in tone can evoke emotions and clarify intentions. The performance aspect of the activity encourages students to share their work with peers, fostering a sense of community and teamwork as they support each other in expressing their ideas. The rubric provides clear expectations, helping students focus on key elements like emotional expression, clarity, and audience engagement. Ultimately, this activity transforms the classroom into a lively space where students can experiment with language and learn from each other, enhancing their confidence in public speaking. By practicing intonation patterns in a relatable context, students become more effective communicators, equipped with the skills to connect meaningfully with others in their everyday conversations.



**Activity 2: Intonation Practice through Dialogue**

**Objective:**  
Students will practice using appropriate intonation patterns in spoken English to convey meaning, emotion, and emphasis.

**Instructions:**

- Explain the importance of intonation in conveying emotions and meaning in spoken language.
- Discuss how rising and falling intonation can indicate questions, excitement, or surprise.
- Have students practice their assigned dialogues in pairs, paying attention to the intonation patterns indicated in the scripts.
- Encourage them to express the emotions clearly through their intonation.
- Each pair will perform their dialogue for the class and remind them to focus on intonation, volume, and clarity while performing.

**Dialogue Scripts:**

**Dialogue 1: Excitement**  
A: "Did you hear the news?"  
B: "No! What happened?"  
A: "We won the competition!"  
B: "Really? That's amazing!"

**Dialogue 2: Surprise**  
A: "I thought you were going to the party."  
B: "I was, but I changed my mind."  
A: "Oh! Why didn't you tell me?"  
B: "I didn't think it would matter."

**Dialogue 3: Disappointment**  
A: "Are you coming to the game?"  
B: "I can't. I have to work."  
A: "Oh, that's too bad."  
B: "I know! I wanted to go."

**Intonation Rubric**

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
<b>Intonation Patterns</b>	Consistently uses appropriate intonation patterns that enhance meaning and emotion.	Generally uses appropriate intonation patterns, with minor inconsistencies.	Uses some appropriate intonation patterns, but lacks clarity or consistency.	Rarely uses appropriate intonation patterns; speech is monotone or unclear.
<b>Emotional Expression</b>	Effectively conveys emotion and intent through intonation, enhancing listener engagement.	Usually conveys emotion and intent through intonation, but may lack some effectiveness.	Occasionally conveys emotion, but lacks clarity or depth in expression.	Fails to convey emotion or intent; speech lacks engagement.
<b>Clarity and Pronunciation</b>	Speech is clear and easy to understand; pronunciation is accurate throughout.	Speech is mostly clear; occasional pronunciation errors do not hinder understanding.	Speech is somewhat unclear; multiple pronunciation errors affect comprehension.	Speech is unclear and difficult to understand due to poor pronunciation.
<b>Engagement with Audience</b>	Engages the audience effectively through vocal variety and appropriate intonation.	Engages the audience most of the time but may lack some enthusiasm or variety.	Limited audience engagement; lacks vocal variety and intonation changes.	Does not engage the audience; performance is flat or disengaging.

Figure 7. Activity 2: Intonation Practice through Dialogue

Activity 2: Intonation Practice through Dialogue is an exciting opportunity for students to bring their spoken English to life by practicing intonation patterns that convey feelings and meanings. The activity begins with a discussion about how the tone of voice can change the way we communicate, making it relatable and engaging for everyone involved. By understanding that a rising tone can signal excitement or a question, and a falling tone can express certainty or disappointment, students start to see how important intonation is in their everyday conversations. As they dive into their assigned dialogues, students work in pairs, which creates a friendly and supportive atmosphere. For example, when one student exclaims, "Did you hear the news?" with a rising intonation, it not only grabs their partner's attention but also sets the stage for an exciting exchange. Practicing together allows them to experiment with how their voices can express different emotions, helping them feel more confident and expressive. When it's time to perform their dialogues for the class, the energy in the room is electric, filled with anticipation and encouragement. The feedback they receive from their peers helps them refine their delivery, reinforcing the idea that communication is a shared experience. The rubric guides them in focusing on clarity, emotional expression, and engagement, making the learning process structured yet enjoyable. In the end, this activity not only builds their speaking skills but also strengthens their ability to connect with others, as they realize that how they say something can be just as important as what they say. By exploring the nuances of intonation in such a fun and interactive way, students leave with valuable tools for expressing themselves authentically in any situation.



Activity 3: Intonation Tongue Twisters		Intonation Rubric			
<p><b>Objective:</b> Students will practice intonation through tongue twisters.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of vocal variety and how it can make speech more engaging.</li> <li>Encourage them to experiment with different intonations for the same tongue twister (e.g., excited, surprised, serious, silly).</li> <li>Remind them to emphasize different words in the tongue twisters to see how it changes the delivery and feel.</li> <li>After practicing, ask them to read their favorite tongue twister.</li> <li>Encourage classmates to listen for how intonation affects the delivery and meaning.</li> </ul> <p><b>Sample Tongue Twisters:</b></p> <ol style="list-style-type: none"> <li>"She sells sea shells by the sea shore."</li> <li>"How can a clam cram in a clean cream can?"</li> <li>"Peter Piper picked a peck of pickled peppers."</li> <li>"Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy, was he?"</li> <li>"I saw Susie sitting in a shoeshine shop."</li> <li>"Betty Botter bought some butter, but she said the butter's bitter."</li> <li>"Six slippery snails slid slowly seaward."</li> <li>"'Tisque New York, New York's unique."</li> <li>"Red lorry, yellow lorry."</li> <li>"A big black bear sat on a big black rug."</li> </ol>					
Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
Intonation Patterns	Consistently uses appropriate intonation patterns that enhance meaning and emotion.	Generally uses appropriate intonation patterns, with minor inconsistencies.	Uses some appropriate intonation patterns, but lacks clarity or consistency.	Rarely uses appropriate intonation patterns; speech is monotone or unclear.	
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Clarity and Pronunciation	Speech is clear and easy to understand; pronunciation is accurate throughout.	Speech is mostly clear; occasional pronunciation errors do not hinder understanding.	Speech is somewhat unclear; multiple pronunciation errors affect comprehension.	Speech is unclear and difficult to understand due to poor pronunciation.	
Engagement with Audience	Engages the audience effectively through vocal variety and appropriate intonation.	Engages the audience most of the time but may lack some enthusiasm or variety.	Limited audience engagement; lacks vocal variety and intonation changes.	Does not engage the audience; performance is flat or disengaging.	

Figure 8. Activity 3: Intonation Tongue Twister

Activity 3: Intonation Tongue Twisters is a fantastic way for students to explore the playful side of language while honing their intonation skills. As they dive into the world of tongue twisters, they not only challenge themselves but also have a lot of fun along the way. The activity encourages them to experiment with different tones, allowing them to express excitement, surprise, or even silliness in their delivery. For example, when a student enthusiastically recites "She sells sea shells by the sea shore," the emphasis they place on certain words can turn a simple phrase into a lively performance that grabs everyone's attention. Working in pairs or small groups, students read the sample tongue twisters, creating a supportive environment where they can cheer each other on and celebrate their successes. As they listen to their classmates, they learn to appreciate the power of intonation in conveying emotions, realizing that how they say something can be just as important as what they say. The rubric provides guidance for their performances, focusing on key aspects like clarity, emotional expression, and audience engagement, motivating them to improve continuously.

Activity 4: Intonation News Report		Intonation Rubric			
<p><b>Objective:</b> Students will present news stories with appropriate intonation.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Students will present their news story to the class, focusing on using varied intonation to convey the importance of different information.</li> <li>Discuss how intonation impacts the delivery of news.</li> </ol> <p><b>News Article:</b></p> <p><b>Title:</b> Local Community Comes Together to Clean Up Park</p> <p><b>Date:</b> March 15, 2023</p> <p><b>Author:</b> Jane Doe</p> <p>In a heartwarming display of community spirit, residents of Maplewood gathered at Central Park on Saturday morning to participate in a cleanup event. The initiative, organized by the Maplewood Community Association, aimed to beautify the park and promote environmental awareness.</p> <p>Volunteers of all ages, equipped with gloves and trash bags, worked together to pick up litter, plant flowers, and paint benches. "It's great to see so many people come together for a common cause," said Sarah Johnson, the event coordinator. "We want to make our park a welcoming place for everyone."</p> <p>The cleanup event not only improved the park's appearance but also fostered a sense of unity among residents. Many participants expressed their desire to make this an annual event. "I had a lot of fun, and it feels good to give back to our community," said 12-year-old Tom Lee, who joined along with his family.</p> <p>The Maplewood Community Association plans to host additional events in the future, including tree planting and educational workshops on sustainability. The success of Saturday's cleanup has sparked excitement for future projects aimed at enhancing the community's green spaces.</p>					
Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
Intonation Patterns	Consistently uses appropriate intonation patterns that enhance meaning and emotion.	Generally uses appropriate intonation patterns, with minor inconsistencies.	Uses some appropriate intonation patterns, but lacks clarity or consistency.	Rarely uses appropriate intonation patterns; speech is monotone or unclear.	
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Activity 4: Intonation News Report offers students a unique chance to bring news stories to life through the power of intonation. As they prepare to present their stories, they learn how varying their tone can significantly impact how information is received and understood. As students present the news articles, they will focus on using appropriate intonation patterns to highlight the importance of different details, such as the volunteers' efforts or the event coordinator's inspiring words. This practice not only helps them improve their speaking skills but also fosters a sense of connection with their listeners, as they learn to convey emotion and intent through their delivery. The rubric guides their performances, emphasizing clarity, emotional expression, and audience engagement, which motivates them to strive for excellence. In this supportive environment, students encourage each other, celebrating successes and learning from feedback. Ultimately, this activity empowers them to express themselves more confidently, reinforcing the idea that effective communication is about more than just the words—they must also master the art of delivery.

**Activity 5: Falling and Rising Intonation**

**Objective:**  
Students will identify the falling intonation and the rising intonation.

**Instructions:**  
Write FI if the sentence is falling intonation and RI if the sentence is rising intonation. Write the correct answer to the blank before the number.

- \_\_\_ 1. When can I meet your parents?
- \_\_\_ 2. I think we're lost.
- \_\_\_ 3. You must be thirsty?
- \_\_\_ 4. Have a great day.
- \_\_\_ 5. We should evacuate immediately.
- \_\_\_ 6. Are you hungry?
- \_\_\_ 7. We are going to watch some movies.
- \_\_\_ 8. I would not do that.
- \_\_\_ 9. Who's that cute girl over there?

10. This is a question.

Figure 9. Activity 5: Falling and Rising Intonation

Activity 5: Falling and Rising Intonation provides students with a hands-on approach to understanding the nuances of intonation in spoken English. By identifying whether sentences have falling or rising intonation, students learn to appreciate how tone can change the meaning of what they say. For example, a rising intonation at the end of a question, such as "Are you hungry?" signals curiosity and invites a response, while a falling intonation in a statement like "I think we're lost" conveys certainty and finality. As students work through the sentences, they engage with the material in a way that encourages them to think critically about how they communicate. This activity is not just about marking answers; it's about discovering the emotional layers that intonation adds to their speech. By participating in this exercise, students become more aware of how their voices can express different feelings, whether it's excitement, uncertainty, or even frustration, making their communication more effective and relatable. The collaborative nature of the activity fosters a supportive environment, where students can share their thoughts and learn from one another. With guidance from the provided references, they gain a deeper understanding of the importance of intonation in effective communication. Ultimately, this activity empowers students to become more expressive speakers, enhancing their ability to connect with others in meaningful ways. By mastering the art of intonation, they not only improve their language skills but also build confidence in their ability to convey their thoughts and emotions clearly.



## **The implications of the study's results in the field of language teaching**

The implications of the study's results for the field of language teaching are significant. The findings emphasize the essential role of prosody in effective communication, particularly for young learners who are still developing their language skills. By integrating prosody training into the language curriculum, educators can significantly enhance students' oral communication abilities, making them more expressive and confident speakers. This study advocates for the necessity of teaching intonation and stress as foundational components of language education. The positive outcomes from the activities suggest that varied, interactive teaching methods can lead to improved student engagement and learning. As language teaching continues to evolve, it is crucial for educators to recognize the importance of prosody in fostering effective communication. Future research could further explore the long-term impact of such prosody-focused activities and their applicability in different educational contexts, solidifying the role of prosody in language learning.

The analysis of the data revealed several insights into the effectiveness of the implemented activities. Most students demonstrated a marked improvement in recognizing and applying stress patterns in spoken English after engaging in the activities. The rubric data indicated that 75% of respondents rated themselves as "Excellent" or "Good" in identifying stress after the activities. Moreover, students expressed increased confidence in their ability to convey emotions through intonation. This newfound confidence was reflected in their presentations, where many reported feeling more engaged and expressive while speaking. Feedback during the "Intonation News Report" activity highlighted how intonation changed their delivery, reinforcing the idea that prosody is a vital aspect of communication. Clarity of speech also improved, as many participants noted that focusing on prosody helped them articulate their thoughts more effectively. These insights suggest that targeted prosody training can lead to meaningful improvements in students' verbal communication skills.

This study indicates a positive correlation between targeted prosody activities and students' abilities to effectively use intonation and stress in their speech. The combination of hands-on activities and supportive instruction allowed students to gain a deeper understanding of prosody and its impact on communication. By highlighting the significance of these elements, the research contributes to the broader discourse on effective language teaching practices. This study serves as a valuable resource for educators seeking to enhance their students' verbal skills while underscoring the necessity of addressing prosody in language education. As students become more proficient in using prosody, they will undoubtedly feel more confident in their spoken language abilities, which is crucial for their academic and social interactions. The findings pave the way for future instructional strategies that can foster improved communication skills among learners, ultimately benefiting their overall educational experiences.

## **CONCLUSIONS**

This study investigated the lack of awareness and understanding of prosody among 40 Grade 8 students at Bongabon National High School. Through a range of activities designed to enhance prosodic skills, including worksheets on stress patterns and dialogue creation, the research aimed to analyze students' needs and develop effective learning strategies. The findings revealed



significant gaps in the students' initial abilities to identify stress and utilize intonation appropriately. However, after engaging in targeted activities, students demonstrated marked improvements in their prosodic awareness and confidence in spoken communication. This study not only underscores the importance of prosody in language learning but also provides a framework for future educational practices aimed at enhancing students' verbal skills.

### **Analyzing the Needs of Students in Terms of Prosody in Speech**

The study highlights the essential role of prosody in enhancing effective communication, particularly in the context of language learning. Analyzing students' needs in terms of prosody involves a multifaceted approach that includes observational assessments, audio recordings, and self-reflective tools. By employing these assessment methods, educators can identify specific challenges and strengths in students' prosodic abilities, allowing for tailored instructional strategies. Moreover, this comprehensive understanding fosters a supportive atmosphere where students feel motivated to improve their speaking skills. Recognizing and addressing the unique prosodic characteristics of each learner is crucial for developing effective teaching strategies. As students become more aware of how prosody influences meaning, their overall language proficiency is likely to improve. This analysis not only benefits students academically but also prepares them for real-world communication challenges. Ultimately, prioritizing prosody in language education is essential for cultivating confident, effective communicators.

### **Activities to Improve Prosodic Awareness and Skills**

To enhance prosodic awareness and skills, the study presents a range of engaging activities designed to actively involve students in their learning. For instance, activities like "Exploring Stress Patterns in Sentences" allow students to practice emphasizing different words, thereby altering the meaning of sentences. Role-playing dialogues and analyzing song lyrics encourage students to explore prosody creatively, making the learning process both enjoyable and impactful. Additionally, incorporating technology such as speech analysis apps can provide immediate feedback, further enhancing student engagement. Collaborative activities, like choral reading and peer assessments, foster a sense of community among learners, reinforcing their prosodic skills together. By offering diverse and interactive activities, educators create an environment where students feel empowered to experiment and improve their speech. These hands-on experiences not only develop prosodic skills but also build students' confidence in their speaking abilities. As a result, the emphasis on prosody leads to significant improvements in overall language proficiency, making students more effective communicators. This comprehensive approach to teaching prosody is essential for preparing students for a variety of communication contexts.

### **Implications of Study Results in Language Teaching**

The implications of the study's findings underscore the necessity for educators to actively integrate prosody into language teaching practices. Professional development opportunities focusing on prosodic awareness can equip teachers with the knowledge and tools required to foster these skills effectively. Understanding the importance of prosody in communication encourages educators to design curricula that highlight its relevance, ensuring students develop essential oral communication skills. This proactive approach benefits all learners, including those acquiring a new language. As students become more adept at using prosody, their confidence in speaking naturally increases, promoting more meaningful interactions in diverse contexts. Furthermore, the findings suggest that



fostering a collaborative learning environment can enhance students' motivation and engagement. Schools should consider policies that support the integration of prosody across various subjects, ensuring a holistic approach to language learning. By valuing and prioritizing prosodic skills, educators can cultivate a generation of confident communicators who are well-prepared for future challenges. Ultimately, this study serves as a clarion call for educational institutions to embrace innovative practices that prioritize prosody in language education, benefiting students' communication effectiveness and overall language proficiency.

## Conflict of Interest

The author declares that there are no conflicts of interest in the publication of this paper.

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