UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTIC

IN-PERSON HIGHER EDUCATION SYSTEM

ACADEMIC CENTER: GUAYAQUIL

EDUCATIVE PROJECT

PRIOR TO THE ACCOMPLISHMENT OF THE TITLE OF

BACHELOR 'S DEGREE IN EDUCATION SCIENCES

MAJOR IN ENGLISH LANGUAGE

INFLUENCE OF THE INTONATION IN THE ORAL EXPRESSION

DESIGN OF A HANDBOOK FOR TRAINING THE INTONATION IN SHORT

DIALOGUES FOR LEVEL A-1

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GUAYAQUIL, ECUADOR

2017

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

SISTEMA DE EDUCACIÓN PRESENCIAL

CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

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En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: Lengua Inglesa y Lingüística , el día_____.

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Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: Diseñó y ejecutó del proyecto educativo con el Tema: Influencia de la entonación dentro de la expresión oral Propuesta: Diseño de un folleto para tratar la entonación en diálogos cortos para el nivel A-1.

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente

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UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

SISTEMA DE EDUCACIÓN PRESENCIAL

CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

PROYECTO

INFLUENCIA DE LA ENTONACIÓN DENTRO DE LA EXPRESIÓN ORAL DISEÑO DE UN FOLLETO PARA TRATAR LA ENTONACIÓN EN DIÁLOGOS CORTOS PARA EL NIVEL A-1.

APROBADO

………………………………

Tribunal No 1

……………………….   ……………………….

Tribunal No 2   Tribunal No 3

_____   _____

Gersson Oswaldo Jordán Torres   Sara Ángela Hernández Valverde

C.I 0927299172   C.I   0930391800

EL TRIBUNAL EXAMINADOR OTORGA

AL PRESENTE TRABAJO

LA CALIFICACIÓN DE: _____

EQUIVALENTE A: _____

TRIBUNAL

_____   _____

_____

ACKOWLEDGEMENT

First of all, I want to say thanks to God the father who has given me the life and to my Lord Jesus Christ, who has blessed me in the beloved and therefore has entitled me to reach and enjoy the fulfilment of this new academic aim which endow me of new approaches to accomplish a timely teaching and learning process.

Likewise, I want to acknowledge the noble role of my lovely parents Oswaldo and Josefina, who has being my former teacher that provide the principles that entitle me to be the human being I am today and hence they have become in my paramount pillar and my role model to be pursued in my academic life.

In the same way I want to acknowledge the work of my teachers who regardless of their demanding role has assisted me with further information and clarify some issues to become the professional that they are providing to the society.

DEDICATION

To my everlasting father who has been endowed me with his grace, forgiveness and provide me a brand new life which has entitle me to accomplish successfully the fulfilment of this new aim in my professional role.

To my lovely and understanding parents whom has been endured and empowered to face, struggle and therefore overcome all the difficult situations that I have gone through in the development of the stages of my growth.

To my kind, a passionate and wise teacher who has been provided me with their time and readiness for teaching in supplying me further information to achieve all the procedures required for a real acquisition of knowledge in the performance of my educational growth.

To my enthusiastic learners who have fostered me to acquired new approaches and techniques to try to arouse their interested in the acquirement of English as target language.

ACKOWLEDGEMENT

I thank God who gave me the wisdom, the strength and the opportunity to study in the school of languages, to my parents Carlos and Narcisa because they were my first teachers in my life and they encouraged me frequently to finish this race and finally, to my husband Carlos Leon who is helping me each moment since I met him being more than supporter but an excellent friend and now an exceptional father for our daughter Cesia who will learn more about this world, her friendship, her family and so on.

DEDICATION

To my lovely and beautiful daughter Cesia Maribel Leon Hernandez who is my inspiration to continue with this dream that is the teaching in English but not only in the foreign language but how to be an excellent teacher, a friend and therefore how to be a kind mother for each learner who needs sometimes a heart-warmer, a hug or rarely a scolding because they will be the future of our society.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:
Influencia de la Entonación en la Expresión Oral. Diseño de un folleto para tratar la entonación en diálogos cortos para el nivel A-1.

AUTOR/ES: Gersson Oswaldo Jordán Torres, Sara Ángela Hernández Valverde	**TUTOR:** MSc. Lizmary Feriz Otaño
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INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL | **FACULTAD:** Facultad de Filosofía, Letras y Ciencias de la Educación

CARRERA: Lenguas y Lingüística

FECHA DE PUBLICACIÓN: | **No. DE PÁGS:** 181

TÍTULO OBTENIDO: Licenciatura en Ciencias de la Educación, mención en Lengua Inglesa y Lingüística

ÁREAS TEMÁTICAS: Lengua Inglesa

PALABRAS CLAVE: Entonación, expresión oral, diálogos cortos.

RESUMEN: El presente estudio es el producto de una ardua investigación efectuada en los educandos de octavo año de educación general básica del colegio Francisco Huerta Rendón, en relación al tratamiento de la entonación en la expresión oral del idioma inglés. Este proceso de investigación se llevó a cabo para detectar y señalar abiertamente hasta qué punto ha avanzado esta situación problemática en el desarrollo comunicativo de los discentes. Este trabajo además incita a considerar a la expresión oral como la primordial habilidad a desarrollar por parte del ser humano y como tal se le otorgue el lugar protagónico en la adquisición de cualquier idioma. Por tales razones en el marco teórico se realizó una investigación bibliográfica para lograr un estudio pertinente de los contenidos adjuntados, además se realizó un estudio de campo donde se ejecutaron varios tipos de investigaciones tales como la descriptiva que a través de la implementación de los métodos empíricos como la guía de observación, entrevista y encuesta se reveló la incidencia de la problemática en el desarrollo académico de los estudiantes, explicativa ya que se indagaron las causas del porque se suscita esta problemática y propositiva porque aportará con un adecuado material para tratar este problema educativo. Una vez realizada la tabulación, análisis e interpretación de estos instrumentos investigativos se concluyó que la incorporación de un folleto para tratar la entonación en diálogos cortos para el nivel A-1 ofrecerá mejoras significativas en el proceso comunicativo del idioma inglés de los discentes.

No. DE REGISTRO (en base de datos): | **No. DE CLASIFICACIÓN:**

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF: | [X] SI | [ ] NO

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TITLE Y SUBTITLE: Influence of the Intonation in the Oral Expression. Design of a handbook for training the intonation in short dialogues for the level A-1.		
AUTHOR/S: Gersson Oswaldo Jordán Torres Sara Ángela Hernández Valverde	**ADVISOR:** MSc. Lizmary Feriz Otaño	
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INSTITUTION: UNIVERSITY OF GUAYAQUIL	**FACULTY:** Faculty of Philosophy, Letters and Sciences of Education	
CAREER: Languages and Linguistics		
DATE OF PUBLISHING:	**No. OF PAGES:** 181	
TITLE OBTAINED: Bachelor's degree in Education Sciences Major in English language and Linguistic.		
THEMED AREAS: English Languages		
KEYWORDS: Intonation, oral expression, short dialogues.		

ABSTRACT: This current document is the outcome from a deep research developed in the eighth grade students of General Basic Education from Francisco Huerta Rendon, related to the treatment of the intonation into the oral expression of the English language. This research process was carried out to notice and clearly point out to what extent the troublesome matter has reached in the communicative performance in the pupils. This research also empowers to reckon about the oral expression as ones of the paramount and gist ability to develop by the human being so that it is timely to award the major role in the acquisitions of any language. According to that reasons, into the theoretical framework it was proper to fulfil a bibliographic research to accomplish a suitable development of the attached content furthermore, it is achieved to perform a field research where it is brought about several types of research such as descriptive in which the application of some empirical approaches such as the observation guide, interview and survey reveal how influence the trouble situation within the academic performance of the learners, explanatory because it is inquired about the causes why the trouble situation stirs up and purposeful owing to it provides a timely realia to try this educative issue. Once, the research methods were tabulated, analyzed and interpreted it is proper to come to the conclusion that the embodiment of a handbook for training the intonation in short dialogues for level A-1. will offer significant enhancements into the English communicative process of the learners

REGISTRATION NUMBER (data base):	**SORTING :**
URL ADDRESS (thesis web address):	

ATTACHED PDF:	X **YES**	

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SCHOOL OF LANGUAGE AND LINGUISTICS

EDUCATIVE SYSTEM IN-PERSON CLASS

EXPERTISE ENGLISH- FRENCH

ABSTRACT

This current document is the outcome from a deep research developed in the eighth grade students of General Basic Education from Francisco Huerta Rendon, related to the treatment of the intonation into the oral expression of the English language. This research process was carried out to notice and clearly point out to what extent the troublesome matter has reached in the communicative performance in the pupils. This research also empowers to reckon about the oral expression as ones of the paramount and gist ability to develop by the human being so that it is timely to award the major role in the acquisitions of any language. According to that reasons, into the theoretical framework it was proper to fulfil a bibliographic research to accomplish a suitable development of the attached content furthermore, it is achieved to perform a field research where it is brought about several types of research such as descriptive in which the application of some empirical approaches such as the observation guide, interview and survey reveal how influence the trouble situation within the academic performance of the learners, explanatory because it is inquired about the causes why the trouble situation stirs up and purposeful owing to it provides a timely realia to try this educative issue. Once, the research methods were tabulated, analyzed and interpreted it is proper to come to the conclusion that the embodiment of a handbook for training the intonation in short dialogues for level A-1. will offer significant enhancements into the English communicative process of the learners.

Key words: Intonation, oral expression, short dialogues.

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RESUMEN

Este documento actual es el resultado de una profunda investigación desarrollada en los estudiantes de octavo grado de Educación Básica General de Francisco Huerta Rendón, relacionada con el tratamiento de la entonación en la expresión oral del idioma inglés. Este proceso de investigación se llevó a cabo para observar y señalar claramente en qué medida la problemática ha llegado al rendimiento comunicativo de los alumnos. Esta investigación también permite considerar la expresión oral como una de las habilidades fundamentales que el ser humano desarrolla para que sea oportuno otorgarle el papel principal en las adquisiciones de cualquier idioma. De acuerdo con esas razones, en el marco teórico fue adecuado realizar una investigación bibliográfica para lograr un desarrollo adecuado del contenido adjunto, además, se logró realizar una investigación de campo donde se realizaron varios tipos de investigación, como descriptiva en la cual la aplicación de algunos enfoques empíricos como la guía de observación, la entrevista y la encuesta revelan cómo influye la situación problemática en el rendimiento académico de los alumnos, explicando porque se investigan las causas por las que la situación problemática se agita y tiene un propósito debido a que proporciona una realia oportuna para probar este tema educativo. Una vez que los métodos de investigación fueron tabulados, analizados e interpretados, es apropiado llegar a la conclusión de que la realización de un manual para el entrenamiento de la entonación en diálogos cortos para el nivel A-1. ofrecerá mejoras significativas en el proceso comunicativo en inglés de los estudiantes.

Palabras clave: Entonación, expresión oral, diálogos cortos.

INTRODUCTION

In the last two decades, the English language has taken a major role rather than the other spoken languages across the globe and that relevance is marked due to the fact this language is by far the most employed because of the wide range of speakers that would rather use it in their everyday lives thereby, the acquirement of this target language has become so gist even for the average human being.

In view of those requirements the Ecuadorian Education System has incorporated the acquirement of English within the language syllabus and curriculum so as to provide a new generation of more skilled learners to the society. Despite all these procedures to acquire it as a foreign language it has not been successfully achieved on the learners owing to this relevant language is not suitable treat within the English class performance.

So that in this research it is intended to highlight how an untimely or absent of the intonation and its features can accomplish an unsuitable oral expression, the same that was found in eighth grade students from Francisco Huerta Rendon High School. In order to outline all those procedures this project is split into four chapters and its proposal development the same that will be treat and set up in brief words below.

Chapter one comprises the incidence of this educational issue and its background, conflict situation, causes, formulation of the problem and

relevant information that provide a quickly browse of this troublesome mater through the reading of this chapter.

Chapter two encompasses the theoretical framework where it is described the background of this educational issue, it implies the prior works related to this conflict situation otherwise, it is managed the authors 'quotations that supply the solid bases for empowering each one of the aspects of this project for accomplishing a global understanding of this whole research.

Chapter three tackles the methods over which this research is drafted, the procedures to accomplish the population and sample likewise the types of investigation and therefore its research instruments required to carry out this educative project, along with its analysis, interpretation and as a final point, the conclusion and recommendation for those outcomes.

Chapter four embraces a wide range of aspects within the proposal such as title, justification, objectives, feasibility of its application, methodological recommendation and table of contents which are the procedures requires for the proposal's draft and its ensuing development.

In the final analysis it is bolstered and treated this intended educational issue the same that entitles us to enable the performance of this proposal in which it is supplied some foreground information related to the introduction and justification besides, it is proceeded to the development of the handbook by means of several drills and dialogue to overcome this troublesome matter. As a final point it is timely to perform each one of the chapters before mentioned.

CHAPTER I

THE PROBLEM

1. CONTEXT SITUATION

Being Francisco Huerta Rendon High School ones of the renowned institution by the wide range of high school graduate that provide to the society, it is also the one over which this troublesome matter has found so that, this become in the institution upon which this research shall be highlighted. In order to overcome this troublesome matter from scratch this research is addressed to the eighth grade learners. This school is traced to the North of the city of Guayaquil over Las Aguas avenue.

Just as any other school, this institution is settled down over a peripheral area which might cause teacher do not count on with all the devices required in the teaching and learning process of this paramount language. Being the most difficult their oral expression in view of pupils do not supply intonation or any other of its features within the English language developing as aftermath any prominence so that their utterance is plain.

Although it is not a current issues, this has been presented many years ago but the authorities in chair did not crank down on it so that, this educational issues has been growing into a huge trouble over the learners' utterance which has led as aftermath a low academic performance.

Furthermore, the learners' setting and the tightened household budget do not entitle the student to register in a private English academy and to cap it all, ones of the main incidence of this unsuitable treatment of this gist ability is

marked by other facts such as : pupils are arouse to acquire this language on their late high school instead of elementary school, the four skills are not properly outlined into the lessons plan and therefore there is not a suitable realia to overcome this educative issues.

1.3 CONFLICT SITUATION

This educational issue is originated ever since the students are fostered to study English on their first school years in high school instead of elementary school, so that they need to acquire a Basic English awareness to develop it as a foreign language. Ones of the most difficult skills they need to perform is the oral expression in which a lot of people who their mother tongue is not English shall find issues when they will be request to engage a communication.

This research has been done due to the fact that students from Francisco Huerta Rendon High School presented several issues in this ability which is one of the skill that most teachers do not spotlight the time that is required to develop it, thus they just focus on teaching grammar and vocabulary points.

Nowadays, most people want to manage English as quickly as possible, but they do not realize they need to accomplish a basic English awareness first in order to achieve it as second language. And it is the process that most educative institutions do not focus on.

After visiting this school where this issue was found, it is noticed there is not a suitable development of this skill because of students do not apply a proper intonation while they are engaging into a conversation. This insufficiency of intonation has been performing on the students several years ago.

This troublesome matter has not been treated and therefore it was put aside so that this unsuitable pupils 'performance was not proofreading at the appropriate time, and therefore it has been increased over and over again every school year achieving any respond by the authorities.

Furthermore, it also reflects there is not any knowledge about how to perform a successful technique or procedures in order to acquire a proper pronunciation in the English language development. Thus, they will keep on making the same mistakes and their oral expression would not be achieved as successful as they want.

Finally, the application of this research would be a helpful and suitable support to accomplish the learner acquire a solid pronunciation awareness in English language because not only do they need grammar and vocabulary, but also they need to know how to perform a timely utterance of sound to achieve their ideas being understood.

1.4 SCIENTIFIC FACT

This research spotlights on the untimely development of the oral expression in eighth grade students of General Basic Education from Francisco Huerta Rendon High School, which is located in the district area # 09D05, zone 8, Guayas Province, Guayaquil Canton, Tarqui parish in the school year 2015-2016.

Ones of the main issue why this troublesome matter is happening is because teacher focus on developing grammar ,vocabulary and any other writing skills, leaving aside their oral ability ,and is therefore that there is not an appropriate treatment for this skill which is so important to the moment of interacting with another human being .

Indeed there is no point in arguing that for speaking a foreign language very well, it is required not only to know how to write but also to read and speak as well.

1.5 CAUSES OF THE CONFLICT SITUATION

Square Nº 1

CAUSES	
1	• Students are rouse to study English in their junior school instead of elementary school.
2	• There is not a background about phonemic awareness.
3	• There is not a linguistic immersion.
4	• Fear of speaking in public.

Source: Research information
Researchers: Gersson Jordán Torres- Sara Hernández Valverde

1.6 FORMULATION OF THE PROBLEM

How does the influence of the intonation can affect the oral expression in eighth grade students of General Basic Education from Francisco Huerta Rendon High School, which is located in the District area # 09D05, Zone 8, Province of Guayas, Guayaquil Canton, Tarqui Parish in the school year 2015-2016?

1.7. VARIABLES OF THE INVESTIGATION

DEPENDENT: The oral expression.

INDEPENDENT: The intonation

1.8 OBJECTIVES

1.8.1 GENERAL OBJECTIVE

- To determine the influence of the intonation in the oral expression through a field, bibliographic and statistic analysis, to design a handbook for training the intonation in short dialogues for level A-1.

1.8.2 SPECIFIC OBJECTIVES

- To describe the intonation through a field, bibliographic and statistic study.

- To characterize the oral expression by means of a bibliographic study as well as a survey and an interview.

- To design a handbook for training the intonation in short dialogues for level A-1 through an appropriate contents research.

1.9 JUSTIFICATION

The human being has been gregarious from his beginning. For that reason it has been necessary to express their ideas in order to achieve a good understanding through the oral expression, it is in this skill where it has reflected several issues to get a better communication between the two interactive beings into this process: addresser and addressee.

Therefore this research is advisable, because it shall help students to reinforce their knowledge, so that they are going to develop this skill already learnt, which at the same time make easier their oral production, thus teachers shall be able to count on a suitable resource to work the performance of the oral expression in class.

This project is relevant due to it furnishes help with a handbook for training the intonation in short dialogues for level A-1 by means of an articulation properly of the sounds, it also improves to manage a timely prominence to some words into a sentence to achieve as a result a better oral expression.

Besides, it is considered pertinent because its implementation shall obey the stipulate by The Organic Law Of Intercultural Education, in its two hundred –eight article in which states "Si la evaluación continua determinare bajos resultados en los procesos de aprendizaje en uno o más estudiantes de un curso o grado se deberá diseñar e implementar de inmediato procesos de refuerzo académico".

In the same way it is in agreement with the seventh article in its F literal that stipulate "Los estudiantes recibirán apoyo pedagógico y tutorías académicas de acuerdo a sus necesidades".

With the fulfilment of this research, it furnishes new tools of work for the teacher, just as it is stipulate on The National Plan For Good Living in its four point four objective N literal in which states "Diseñar e implementar herramientas e instrumentos que permitan el desarrollo cognitivo-holistico de la población estudiantil."

The application of this research shall provide as a result a positive evolution in the students' oral communicative competence. Letting the student as a direct beneficiary join with all the people around the teaching and learning process. Therefore it shall also influence the area in which pupils are involved, letting their families, friends and communities as indirect beneficiaries.

1.10 QUESTIONS OF THE INVESTIGATION

1) Which are the theoretical grounds that support the intonation in the oral expression?

2) What is the current situation of the intonation in the oral expression of the students?

3) Why is relevant to perform a suitable oral expression?

4) How will the proposal help the students?

5) Over what basis the proposal achieve its aim?

6) What will the students find interesting in the handbook?

CHAPTER II

THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

After developing this dissertation, it was proofread several thesis files and works online in order to be used for acquiring and providing directions to the extent needed in which this research shall spotlight to accomplish the scope required. Some researchers had developed related investigations to this research topic being the most relevant the ones set up below.

Methodological procedures in the development of the English oral expression, the project proposal was drafted over the design of methodological strategies to improve the oral expression in ninth grade students from Teodoro Gomez de la Torre High School, in the school year 2010 by the sisters Tadeo Chalá Carmen and Tadeo Chalá Elizabeth pupils from Universidad Técnica del Norte.

This research pointed out the teacher still use old-fashioned procedures and methodologies so that they do not use the new techniques and state -of -art technology so learners are less motivated to face English class.

Furthermore, it was found an investigation focus on the development of the English intonation on Russian Speakers of this language. The thesis proposal was based on the design of a booklet to show the intonation on yes-no question, this research was developed in the school year 2013 by Christiane Fleur Crosby a student from Portland State University.

Besides, it was stated there is proof of some changes over the interlanguage observed therefore there was clue of some shifts in Russian intonation patters over time to become more proficient.

As it has been prior exposed it is noticed there were several researchers that had been keened on this troublesome matter which is the development of the oral expression to enhance pupils' utterance. Nevertheless not everything has been told and performed related to this conflict situation due to the fact already established and hence it has become a pressing need to develop this dissertation.

2.2.1 THEORETICAL FOUNDATION

This current content spotlights on some required authors' point of views and states retrieved from several physical, online books, and different internet websites related to intonation and its features in English language.
Moreover, this thesis is based and supported on some foundations such as: epistemological, philosophical, pedagogical, sociological foundations, and legal framework which will be exposed and embraced below.

2.2.2 EPISTEMOLOGICAL FOUNDATION

Developing a proper English utterance has been ones of overlooked and neglected field to be treated in English language at school, due to most educational curriculums put emphasis on the performance of reading and writing abilities leaving out listening and speaking the gist skills to be learned into any language.

Indeed, the study of The Intonation and its features will provide some techniques and basis requirement to develop a proper English utterance.

Just as it is pointed out by Wells (2006)

> Intonation is the melody of speech, in studying the intonation we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning. It also involves the study of the rhythm of speech, and (in English, at any rate) the study of how the interplay of accented, stressed and unstressed syllables functions as a framework onto which the intonation patterns are attached. (p.1)

Due to the intonation, people are able to assume or infer other citizens thought when they convey some particular linguistic meanings; it implies meaning can be altered by other people's inferences.

Likewise, to going further it was required to draw the boundaries about intonation in an attempt to try to rouse or paying heed toward the development of this main communication feature to improve students' utterance whom are less proficient as English speakers.

Just like, it is stated by Lane (2010)

> Intonation, the meaningful use of the pitch on a word or phrases, contributes to the interpretation of discourse meaning, grammatical meaning, and affective meaning. In discourse, intonation identifies important information for the listener, shows how different pieces of information relate to each other, establish a level of engagement

between the speaker and listener, and manages conversational turns. In grammar, particular intonation patter are common with particular structures, helping to distinguish statements from questions (….) in its affective functions, intonation reflect the attitudes and emotions of speakers. (p.85)

In view of this, intonation supplies assistance when conveying a particular grammar structure is required, furthermore it also provides aids to discriminate announcements, for instance people will be able to notice when it is a question or a statements. Even shall be easy to infer people affective functions like feelings, emotions, and so on.

With this in mind, it is noticeable that performing an average intonation shall provide some useful procedures and basis standard to identify (to the addressee) and produce (to the addresser) a little change in their utterance so that, people in a long term will achieve a proper discourse of the target language being taught.

Regardless of performing an appropriate intonation it has been recommended to bear in mind some intonation's features such as: Stress types, pitch level and stress in sentences required to develop a suitable English utterance.

STRESS TYPES

Being that, stress has a fixed place into a sentence it sometimes can be shifted to another place and therefore it shows different meaning, this intonation's area focus on the study of stress, it implies how stress works or how it is inferred by the addressee in a whole speech. This section can be

split into three major branches: Emphatic, contrastive and new information stress.

EMPHATIC STRESS

In view of standing out or assigning emphasis to some words from others into a discourse, the use of this intonation's branch is priceless to accomplish this purpose.

Just as it is assumed by Lane (2010)

> Highlighting involves the use of the salient pitch (usually high, but not always), together with length and loudness (rhythmic prominences), on the stressed syllable of a word that the speaker consider to be more important than surrounding words. Highlighting is also referred to as information focus, sentences stress, primary stress, pitch accent, nuclear stress, and tonic stress. This use of pitch (as wells as length and loudness) provide "a running commentary on the newsworthiness of the various items of information stress, and tonic stress in discourse, highlighted words present new, foregrounded, or contrasting information. (p. 96)

Every so often, people try to make some words more noticeable than other, even weather those words are content words or not, most people apply this emphatic stress to give more emphasis to what they want to say into the speech, and is therefore that this intonation area shall supply a swift review of newsworthiness key words into a series of information items in a long discourse exposed before.

Indeed, the use of this branch is so useful to the addressee because it provides some foreground information and reveal the people's emotions by making their English utterance more prominence according what they want to be inferred.

CONTRASTIVE STRESS

In view of this kind of stress, people can shift the average position of it to focus on a particular word into the same statement; this distinction can be altered from people to people making a quite difference in its meaning.

While using this contrastive stress there is not distinction whether or not it is content or function words, those are going to be more stand out than others according to what the people want to stand out into the speech. Just like it is explained by Lane (2010)"Contrastive stress is like highlighting, except that two words are pronounced with salient pitch and stress. Contrastive stress tells the listener that two pieces of information are being to be contrasted or compared" (p.98). Because of this stress nature the contrastive stress provides clues to set differences from words to words according to the addresser purpose. Not only does it shows contrast between words into a speech but also a slightly shift in meaning.

Thereupon, Pierrehumbert and Hirschberg (1990) "describe the pitch accent on contrasting information as "a sharp rise (from a low note) to a high note"(p.26). With this in mind, it is assumed a pitch accent is made of two tones which are lined up within the accented syllable of a word, the same that

is made of a starred and unstarred tone, in which the unstarred tone heads for or draws behind the pathway to accomplish the starred tone into the pitch range required.

Moreover, the use of pitch accent can enhance to distinguish words in a sentence, it means people will notice and infer when someone implies from statements to question due to the contrastive stress within a particular section of the speech.

NEW INFORMATION STRESS

Seeing that when somebody makes us some inquiries about any topic, most of the time the new information given to those request will be uttered more stressed than the foreground information that was done before.

Indeed, the stress employed in this kind of intonation is going to be "stand out" because those words are prominence, in fact Dalton and Seidlhofer (1994) "Describe prominence as the most important function of intonation, and almost certainly the most touchable one" (p.81). So the treatment of this stress is so relevant to be treated because uttering a word more prominence provides the rhythm to the speech which makes any language so living, and therefore it is so harsh to be acquired due to the learners do not supply any prominence at all.

Besides, when the employment of new information is required the prior statements are not going to be stressed, but the current one, it implies the new data that is about to bring to light shall be more prominence into the speech. Thus, the brand new declarative statement supplied from a previous feedback is by nature stressed therefore, it is required to employ a strong

pitch of voice to accomplish the proper utterance of this into the speech (Celik, 2001). Being aware of it, people must be able to provide a proper utterance when they are call upon to furnish an argument about the topic being discussed.

PITCH LEVEL

As soon as people grow, they have a pressing need to communicate with everyone else surround them, in fact pitch level enhance to infer other people feelings, it can be described as the "range of vibration of the vocal cord". The speech sound can shift as long as the range of the vibration swings. Pitch level can be split into three major levels: Rising, falling and rising-falling intonation.

RISING INTONATION

This kind of intonation is inferred to be uttered with a rising intonation when people are request to respond a "yes-no" question and the addresser is pretty sure that the addressee knows the answer.

Just as it is claimed by Lane (2010)

> The use of rising intonation with WH- question is a useful one for ESL students, who frequently need to ask for repetitions or clarifications, and is also addressed in a number of textbooks. In discourse intonation, rising intonation at the end of a tone unit (thought group) signals that information in the tone unit is shared between speaker and hearer. It can also be an invitation for the listener to make a comment (i.e., indicating the end of a turn). (p.100)

Seeing that it is suitable to state this kind of intonation is useful for going deeper in a discourse by means of several questions, Brazil (1994) ˝ describes yes-no questions pronounced with rising intonation tone (e.g., Is that the title ?) as making sure questions, questions whose answers the hearer knows and the speaker assumes to be true ˝ (p.20). This intonation is developed the most by ESL learner (short for English as a second language) when they want to ask for clarification into any topic.

FALLING INTONATION

This pitch level is brought out when the voice plummet on the final uttered syllable of a phrase. This sort of intonation is found as long as wh-questions are required to employ.

Just like it is suggested by Lane (2010)

> In discourse, speaker uses final falling intonation when they are informing listeners of something new (or something the speaker believes the listener was not aware of). Final falling intonation is also used to signal that a discourse or conversation turn is finished. (…)A final falling intonation indicates a speaker has finished speaking. To show the opposite, that the speaker is not finish and has more to say, final intonation does not fall to the bottom of the speaker's range, but remains at a higher level. (pp. 101-102)

With this in mind, falling intonation conveys further information about any troublesome matter. Not only does it provide new data related something, but also it provides one change to allow the addressee the time to speak or comment the prior utterance.

RISING – FALLING INTONATION

In this type of utterance people manage to perform both rising and falling intonation into the same sentence, it implies people's utterance shall rise then fall within the end of the same statement.

Just as it is stated by Roach (1998)

> The fall-rise is used a lot in English and has some rather special functions. In the present context we only consider one fairly simple one which could perhaps be described as" limited agreement "or "response with reservations". Examples may make this clearer: - A: I've heard it is a good school. –B: Yes. B's reply would be taken to mean that he would not completely agree with what A said, and A would expect B to go on to explain why he was reluctant to agree. (...) the fall-rise in such context almost always indicate both something. "given" or "conceded" and at the same time some "reservation" or "hesitation". (p.139)

Due to this intonation's nature the usage of this tone is more employees to convey that the addressee and the addresser have come to an arrangement to what extent they both harmonize in the respond to a particular statement.

Likewise, to add to this definition it is considered to bear in mind the rising –falling intonation is so useful to declare an acceptance or consent to a particular idea or thought to what the addresser implies.

Just as it is pointed out by Roach (1998)

> Rise –fall is used to convey rather strong feelings of approval, disapproval or surprise. It is not usually considered to be an important tone for foreign learners to acquired, though it is still useful practice to learn to distinguish it from other tones. This tone is certainly use in English, but in a rather restricted context it almost always conveys (on single syllable utterances) a feelings of saying something routine, uninteresting or boring. (p.139)

Regardless of this sort of tone is not widely assume as important, it is useful to convey an understanding or decline to achieve a determined action because of them both the addressee and the addresser do not reach to outline any term into a troublesome matter.

STRESS IN SENTENCE

Going further the grammatical meaning provides clues related what words are about to be utterance more prominence than others within a sentence. It implies sentence stress is what supports the rhythm to a statement. Stress sentences can be slipped into two ranks that will be developed content words and function words.

CONTENT WORDS

Those words are the ones that shall carry the meaning into the sentence; content words tend to be stressed than the other words. It suggest they will be uttered more prominence and hence they are useful to transmit an idea to the addressee.

Just like it is assumed by Wells (2006)

> Content words are nouns, adjectives, most verbs and most adverbs: words that have meanings that can be defined in a dictionary and probably have straightforward translation equivalents in other languages for examples table, head, remember, yellow and suddenly (…) Generally speaking, we accent content words but not function words. Hence the nucleus (which is one kind of accent) is typically placed on the last content word in the IP (intonation phrases). (p.97)

In view of this people can notice that those words are the one that have their own meaning, it means content words are those words that develop a signified whereas they are pronounce and therefore can be understood isolate so that they do not need any other part of the speech to be coherent.

Besides, content words are the one that will be more prominence or stand out into the speech because of they are the one that carry the informational weigh within the sentences.

FUNCTION WORDS

Those words are also known as grammatical words, they are employed to make sense to the statements, and those sort of words are unstressed. They cannot be used isolate because they do not supply any information. It implies they need other words to achieve coherence.

Just as it is claimed by Roach (2010)

> Function words - words that do not have a dictionary meaning in the way that we normally expect (...). These function words are words such as auxiliary verbs, prepositions, conjunctions, etc., all of which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their weak forms. It is important to remember that there are certain contexts where only the strong form is acceptable and others where the weak form is the normal pronunciation. (p.100)

Seeing that, it is inferred functions words are the one that do not manage signified but signifier. Signified implies when a word is uttered the mind can supply a representation of that word. Whereas signifier manages the scheme of the phonemes that the word is make up. With this in mind, it is noticeable that function words manage signifier.

Otherwise, function words will not be uttered with any prominence because they do not provide any informational load and meaning to the statement just grammatical sense, and therefore they cannot be used insolate at all.

THE ORAL EXPRESSION

Being ones of the gist abilities to be acquired by the average human being, the oral expression has become a pressing need to be developed and enhanced due to the fact it is a basic ability for conveying ideas and thoughts and therefore within the teaching-learning process it is not the exception.

Just like it is explained by Gosling (1921)

> The term "oral expression" is used sometimes to denote the speaking voice and sometimes to denote a form of public address usually brief and delivered before and small audience. (…) to have ideas and to express them in a pleasing manner entitle one to leadership and to distinction. But speech without valid thinking is nothing less than "a sounding brass and a tinkling cymbal". The attempt to get expression without ideas, feelings or volitions has been characterized by an eminent American as "squeezing a vacuum". (p.160)

Being that the oral expression concerns about how the discourse is orally produced. This is the people's ability to relay their ideas and viewpoints without obstacles or barriers toward others human being, for that reason this skill has become so essential to develop it.

With this in mind, it is appropriated to state the oral expression is the one in which has presented a troublesome matter into the English classroom, in fact most learners whom English is not their mother tongue will find some issues in the performance of the proper oral expression and their features.

QUALITIES OF THE ORAL EXPRESSION

They are gist traits that involve the oral expression development, those qualities provide a proper utterance of the sound for learners that want to acquire the target language being taught (English).

Those oral expression qualities shall be split into five ranges: coherence, fluency, diction, volume and pitch which will be developed below.

COHERENCE

It is how people structure every single word into logical connection, those procedures can be developed by handwriting or word of mouth into the speech to accomplish the statement makes sense and therefore their ideas and thought shall be easily understood by the addressee.

Just as it is suggested by Garcia (1997)

> The messages that are conveyed orally must have a logical arrangement, it implies it is gist to be mutually linked and properly attached to the context. It is unsuitable to tacking or turning up with a brand new topic whereas the prior one has not been deeply treated and finished. The inappropriate comments shall distract people's attention from the main matter and therefore the coherence will be greatly affected. A person develops a timely oral expression when their ideas are performed into a logical thread. (p.197)

Bearing this in mind, it is proper to convey that coherence is an important item to perform within the development of the oral expression because it provides a logical connection of the people's ideas and thought and therefore their relayed messages will be understood.

Besides, performing a coherent communication involves a suitable development of the speech in which it is respected the people's turn for speaking likewise, it is not proper to encompass random topics because a real communication will not be accomplished and the message thereupon shall be illogical or barely understood by the audience.

FLUENCY

This ability is defined as the people's faculty of developing a proper accuracy and speed whereas conveying their thought into any speech. When performing fluency people must bear in mind that an appropriate sound utterance is required in order to accomplish a better oral expression.

Just like it is highlighted by Garcia (1997)

> Speaking fluently involves an easy conveying of someone's thoughts. Every single word is related with the previous one and as a consequence other words will be bring to light spontaneously. Words are join together to support and complement each other, so that they make sense and therefore it is possible to have a full sentences. Fluency makes a lovely and accuracy the oral expression, it also showcases people are fully aware of the talked language. (p.197)

Seeing that, it is suitable to claim that fluency is how easily people can share their ideas and thought to other people, those ideas must be properly connected to the prior one so that the whole dialogue is developing in a suitable way.

Managing a timely fluency is so relevant while a communication is being held because it reveals that people can manage and dominate the target language being learnt hence, it is useful for avoiding sounding choppy and embarrassed in front of other people.

DICTION

It is described how people manages and arrange their vocal cavity to produce and articulate every single sound that are uttered by the people to convey any information to someone else. Diction is so important when relaying a message is required due to the suitable or unsuitable performance of it will depend on the understanding of the message.

Just as it is described by Garcia (1997)

> For the oral expression, diction implies to develop a proper sound utterance. Words must be right choose, so people do not hesitate whereas they decode the messages. Every phoneme should be noticeable accurate and understood by the human's ear. Diction is ruled by the timely management and articulation of sound, so that the addressee is not force to make any effort in order to decode the message. (p.197)

Over this term, it is inferred that diction is a relevant ability to be performed because achieving a proper diction involves a right articulation and pronunciation of the every phoneme that make up a words, so that there will not be any issue for the addressee to understand the idea.

A suitable diction performance is accomplished when during the whole speech the addressee is able to reply to some inquires without hesitating or asking for clarifications. Be means of this performance the addresser can be sure he has reached a suitable diction of the language.

VOLUME

It is in charge of rating the loudness of the voice and therefore it can increase or reduce depending on what would be conveyed by the addresser, due to the volume of the voice it is easy for people to infer someone's mood.

Just like it is pointed out by Garcia (1997)

> The voice has a power when it is uttered. Volume would be described as the amplitude of the voice when it is listened. The employment of a low volume shall not allow noticing the voice. Nevertheless a noisy volume would be annoying, besides it can distort the voice even the message.(…) whereas speaking the volume must be monitor , it implies it can vary from increase to reduce according to the intentions that it is wanted to accomplish and the way how it is hoped to be received .(p.198)

Basing on this theory, it is right to assure that volume is how loudness someone's voice can be heard. It implies that the people's voice can perform a high or a low volume. Whereas speaking people must be aware to manage and perform a timely volume to their speech to avoiding sound anger or desperate.

Nevertheless, it does not imply while speaking people are not entitle to manage a high or a low volume of their voice .In fact it shall rely upon the people's purpose whether or not they are required to emphasize any part of the messages or not.

PITCH

Due to the pitch people are able to notice and therefore realize how sound can be slipped into high or low, pitch is measured by the frequency of the vibrations of the vocal cord which can depend from people to people.

Just as it is stated by Garcia (1997)

> The human's voice can record several timbre which can be lower-pitched as deeper tone and high note just as soprano do. The male's voice when it is produced tend to be deeper whereas female's voice tend to perform high notes when it is emitted due to their larynx. The vibration that the voice utter are owing to the vocal cords which should be suitable when the oral expression is being held. (p198)

Because of this, it is inferred people can perform two pitches which can vary from deeper or high during the speech, those shift on pitch can range according to whom male or female is conveying the messages and to whom is addressed it.

In view of this, people must be aware of it when they are holding a speech, so that the addresser must regulate the pitch depending on his audience so as to avoid shouting and achieve to find the right one.

ORAL EXPRESSION FEATURES

This branch of the oral expression is in charge of describing whether the communication process is being accomplished or not. In this process not only does it use to convey someone's thought, but also how it is carry out by the addressee.

INTONATION

This linguistic branch spotlight on how people's voice can be shifted into a speech, moreover due to the intonation people can distinguish whether somebody imply from questions to statement, it also provides clue related to people's mood.

Just as it is assumed by Roach (2001)

> Intonations have always been a difficult thing to define. According to traditional descriptions, intonation is "the melody of the speech "and it is to be analyzed in terms of vibrations in pitch (…). Intonation can, then indicate different types of utterance, such as statements and questions (…). Intonation also gives the listeners a lot of information about what is being said (…) .Intonation is said to attitudes and emotions of the speaker so that a sentence like "I think it is time to go now "can be said in a happy way , sad way and angry way and so on. (p.34)

Seeing that, it is appropriated to indicate that the intonation provides the rhythm and the proper flow to the speech. The intonation into any dialogue

can be different, it implies it can be high and then plummet several times within the same statement.

 Besides, the intonation provides aid to distinguish what the addresser wants to infer it means the utterance can vary from statements to questions. Likewise it also reveals several clues related to the people's emotions and moods.

CLEARENESS

This ability manages how to relay in a right manner the message, opinion and reflections by using a proper English grammar structure and understandable vocabulary.

Clearness is acquired when a proper utterance of the phonemes that make up a word is performed. Just like it is explained by Garcia (1997)"The arrangement of idea implies to write down each and every one of the points that people will be about to cope with it to carry out the suitable development of them into the speech. (…) Performing the arrangement of the ideas shall guarantee the coherence and effectiveness that they were understood." (p.193) In view of this, people must realize that in order to achieve a proper clearness they have to manage a timely development of their ideas and thought of their speech that means that people must outline first what would probably be the theme that will be bring to light into the speech.

Furthermore, when it is time to engage into a conversation, people must bear in mind to utter and articulate in a proper manner all the sound in order to be sure that the addressee understand the whole message besides the

language employed must be the average one avoiding using idioms and slang within their speech .

RHYTHM

This is in charge of the utterance of words into the speech such words would be stressed and unstressed words, other are pronounce with more prominence those arrangement of words provide harmony to the speech.

Just as it is claimed by Roach (1998)

> In speech, we find that syllables take the place of musical notes or beats, and in many languages the stressed syllables determine the rhythm (...) It helps us to find our way through the confusing stream of continuous speech, enabling us to divide speech into words or other units, to signal changes between topic or speaker and to spot which items in the messages are the most important. (p. 38)

Because of the rhythm, it is inferred that it provides a swing to the speech and therefore it is not flat, it implies the rhythm provide the melody to the conversation and that swing or flow will be found over the stressed syllable within a word.

Due to the rhythm that people supply to their speech it become more noticeable what part of the dialogue the people want to highlight and therefore make the addressee spotlight on to provide the viewpoint related to that part of the conversation.

VOCABULARY

This branch of the oral expression is at the helm of arranging what words people shall employ to engage a conversation, those arrangement of words can be split into a wide range of the level language that can vary from standard, familiar and slang to what extent that somehow people reach to employ ebony English which is employ for drop out people. In any case, the arrangement of the words will be according to whom the messages will be addressed.

Just like it is suggested by Garcia (1997)

> It is required to embrace the right words carefully. The right arrangement of it will rely upon the proper eloquence .On the whole, the words must be authentic, own, balanced, concise, clear, accurate, and energetic. It is not proper to employ words that has become obsolete, even less the ones that are unsuitable. Words that are not properly utter might be confused, even the ones that are not naturally pronounced may be sound funny. (p.196)

For that reason, most people must be aware of choosing the appropriate words to relay their thought and ideas whereas engaging into a conversation. The arrangement and development of the words might be according to who the messages will be addressed and the setting as well.

It is important to bearing in mind that most people around the word would rather employ a Standard English to achieve their ideas being

understood. In view of that it is proper to avoid employing idioms or slang into their speech.

VOICE MODULATION

When it is accomplished to talk, a relevant feature must be acquired next and it is the voice modulation which shifts the volume, rhythm and tone into the speech due to it provides eloquence to the discourse. Indeed the voice modulation allows figuring out people's mood and letting others to know whether the speaker is eager to talk about that topic or not.

Just as it is described by Garcia (1997)

> Once that a good diction has been performed, it is required to regard toward the management of the voice. It means how to shape it pitched it and make the voice develops the proper mood according to what the speaker wants to relay into his message (…) speaker should resemble the pitch of the voice to what he implies such emotions could be: pain, hate, excited, sadness, happiness, rage, honesty and so on. (…) People must be able to distinguish several volumes and speeds such as low, average, high, strong, deeper, quick and slow. (p. 201)

With this in mind, the addresser must be aware of employing the right voice modulation to convey the correct feeling toward the audience, it implies the addresser must provide the timely voice according to what emotions want to relay into the speech.

Whereas engaging into a conversation this ability is so important to convey people's mood because by means of this feature of the oral expression the addressee can even be touch due to the addresser's fillings.

VERBAL COMMUNICATION

Messages can be relayed into several ways, and therefore it is the first pathway to achieve engage a communication between the human being, verbal communication is consider as the faster means to convey thought, ideas and views. Verbal communications can be split into a wide range such as: interview, dialogue, exposition and debate.

INTERVIEW

The development of this sort of verbal communication is useful in these days because it provides a wide range of information related to the people being interviewed which is the main purpose of this mean of communication.

Most authors claim that an interview is a conversation that is maintained by two or more people that are very keen about the same theme to accomplish inferring what the other people's viewpoints are. Just like it is highlighted by Garcia (1997)"The interview is a dialogue in which a person, the interviewer makes some request to someone else, the interviewee, about a wide range of topic related to their activities are judgment about a specific topic". (p.204)This kind of verbal communication is very employ and useful for journalist and business men to accomplish some foreground information of a person before hiring. It implies those request are makes to gather and measure up to what extent the people are capable to carry out one task or their thought about any topic.

Within the Educational field the interview is a technique that is developed to engage the learners to employ and become more proficiency in the development of the target language being learnt in the classroom.

DIALOGUE

This is a branch of the verbal communication, the performance of this technique encompass the learners to interchange points of views and opinions between all the people that take part of the topic being discussed, ones of the aftermath of the dialogue is that a new understand would be bring to light.

Just as it is pointed out by Valero (1996)

> If it is infer by dialogue the action of talking in a familiar language with one or more persons. We realize that most of the time it happens in a spontaneous way. It is used for interchanging knowledge, feelings, emotions, and ideas by means of this we can consider other people point of views and therefore acquire a decision. This technique empower us to reject or to bolster our viewpoints due to the other citizens' argumentation and therefore we assess our thought whereas the conversation is being maintained. (p. 119)

As it has been established above, the nature of this technique is unplanned and therefore is carried out by employing a standard language or familiar language .This methods is used for changing point of views and ideas about any theme besides, it is so useful to go further into a troublesome matter, because it allows to someone to relay a new consideration over the issue.

In the average classroom this approach is useful to foster the creativity of the learners to use the oral expression in a series of setting and real situation that will be enacting in front of the class and therefore will enhance the development of this ability.

EXPOSITIONS

Being this other way of relaying a message the exposition provide background information about the setting, plot or main character of a story, the principal goal of is technique is to describe the most relevant items or development of a story.

Just like it is claimed by Valero (1996)

> The expositions of explanatory report can be used from several perspectives, but we must to bear in mind it is not suitable for the freshman that are acquiring the target language because they do not know how to manage this technique and therefore they will not develop the procedures about how to perform it, hence this technique is recommended for the learner on their intermedia level or last school year(…) Whereas the explanation is being maintained the speaker must be able to manage the topic so that the speech must be utter clear, organize and accurate. (p.129)

Even thought, it is a proper technique to foster or carry out the development of the oral expression in the class, it is suggested not to be addressed for all the learners involve the teaching and learning process particularly for the freshman that want to acquire the target language but it is especially for the high level learners due to they already acquire the procedures to accomplish that aim successfully.

Furthermore, the exposition entitle the learners to report foreground information related to a specific topic be means of this technique the addresser can showcase his competence over the theme and is hence able to relay the information in a clear and proper manner.

DEBATE

Seeing that debate is a mean to convey people's argumentations on a troublesome matter. It is based on two teams which will split into the ones that state an agreement and the other that claim their disagreement over the same theme, every one of them will support their argument according to their belief and viewpoints.

Just as it is stated by Freeley and Steinberg (2013)

> Debate is the process of inquiry and advocacy, a way of arriving to a reasoned judgement on a proposition. Individuals may use debate to reach a decision in their own mind; alternatively, individuals or group use it to bring others around to their way of thinking. Debate provides reasoned arguments for and against a proposition. It requires two competitive sides engaging in a bipolar clash of support for and against that proposition. Because it requires that listeners and opposing advocates comparatively evaluate competing choices, debate demands critical thinking. (p.7)

In view of this, it is suitable to infer that this manner of conveying a message is so employ to share ideas and opinions, in debate will be some

that claim to be in favor others that state to be against, but the main aim is to accomplish an agreement related to topic being discussed.

With this intention, the whole society is pervaded to engage into a debate in order to reach an agreement for most situations. And in the educational field it cannot be disregarded because this provides a wide range of opportunities to enhance the development of the oral expression.

2.2.3 PHILOSOPHICAL FOUNDATION

In view of when people become a world 's citezen they are required to acquire a new pathway to achive branch out their ideas and thought to the rest of the world and this new trail to persue is the languague.

Indeed, when people reckon to study a new language, they learn from grammar points, utterance of words to how to relay messages into the target language being taught. In fact the act of learning a foreign language provides clues from how the country arose from its scratch to the people's behavior, culture and costumes.

Just as it is pointed out by Lussier (2012)

> It is important to view language teaching and learning as an entry to discover another culture. It embodies, by its nature, the presence of the other culture and contact with alterity, the act of noticing differences and similarities and becoming aware of Otherness without changing into someone else. It involves an important part of mediation in the interactions with members of the other culture. (p36)

With this in mind, it is proper to claim that language is a mean by which people from a particular nation can be aware of how other citizens from different country live and how this nation manage their belief and costumes and what habits they keep on making over the years due to their ancestor's traditions.

Besides, the current curriculum states that culture is a relevant branch of the language to what extent that most book manages the civilization of the foreign language being taught by means of several treatments and performance of habits and roles interactions, so that the learners can manages and therefore tolerate a wide range of behaviors performed by foreign people.

2.2.4 PSYCHOLOGICAL FOUNDATION

The learning process is not just a techinque that most people perform in their dairy development of their life. In fact learning involves a series of procedures to accomplish a real acqusition of knowledge. And therefore those shemes can not be acquired isolate.

Within the educational field, the learning process is a complex procedure to be successfully achieved due to pupils cannot acquire the knowledge that is current being taught in an isolate way, hence they shall need a previous awareness to the topic or object.

In order to acquire the knowledge into a proper pathway, it is required that the learners connect or scheme all the awareness that is being acquired to the one into their mind. Regardless of this, most teachers try to provide all the knowledge to their pupils preventing them from developing and construct their ideas to accomplish a whole understanding.

Just as it is stated by Coll (1985)

> The knowledge construction process has been basically referred as an individual phenomenon and it is a product from the narrow relationship among the people and the object being studied, and therefore it is ruled out of other people's influence but not from the teacher whom is considered as a counselor, guide and coordinator due to he creates the proper environment for this process. (p.61)

This theory spotlights on the relationship of the learner and object being studied, at this point the learners must to scheme the new knowledge that is being acquiring to the intended one into the mind .In this process the student is the main character and the teacher performs a second role.

Besides, this process is so gist for accomplishing a real knowledge construction, it is so relevant to the teacher no to supply the whole awareness that is being learnt but just to provide a safe setting to achieve the performance of this learning process.

2.2.5 PEDAGOGICAL FOUNDATION

Bearing in mind that pedagogy concern about how the development of teaching has been treated over the years, it is suitable to state that not everyone can acquire the knowledge in the same path as others do. It implies one single person is able to gain the awareness different from someone else.

Piaget's theory suggest that those shifts are determined over the stages in which the person shall be going through, it can rate from a single baby, toddler, preschool, early adolescent, teen to become a young adult. During all these stages people do not apply the same methods to acquire the knowledge.

Just as it is assumed by Piaget (quoted by Wood, Smith and Grossniklaus, 2013)

> Piaget identified four major stages: sensorimotor, preoperational, concrete operational and formal operational. Piaget believed all children pass through these phases to advance to the next level of cognitive development. In each stage, children demonstrate new intellectual abilities and increasingly complex understanding of the world. Stages cannot be "skipped"; intellectual development always follows this sequence. (p.2)

In view of this theory every single offspring shall go through all these stages within their growth process. Each step will provide to the kid the gist procedure to achieve the current awareness that it wants to be learnt.

For instance, in the first stage most children acquire physical reactions and experiences, and therefore their ability to perform cognitively increase. On the second one, their imagination, language and memory is developed. They are merely empiric and hence they are not logical. During their third stage they show they can be clever and therefore they are more logic in a simple way, their knowledge of the external environment is growing every single day. On the last stage they are able to engage a conversation in a complex manner using their own signs to convey their ideas and so on.

2.2.6 SOCIOLOGICAL FOUNDATION

Taking into account that the human being has a social nature form their beginning. It implies when he was a cave-dweller. He required associating with their counterpart in order to hunt and therefore to satisfy their basic needs, not only for him but for the whole community.

Nowadays, this setting has not shifted at all, the man still need to be surrounded by other people to accomplish their needs will be taken care. Hence people must learn to live into society where they will be supporting each other.

Within the social educational context, it has become a pressing need that for accomplish the proper management of this sector people must consider that most learners come from different social stratum in which the teacher must be prepared to cope with them in the classroom so as to provide a safe environment to their pupils achieve successfully the learning process.

Just as it is explained by Aronstamm, Pinkerton and Smith (1997)

> Factors such as family income, family structure, and parents' education have been shown to influence a child's educational opportunities. These conditions have been shown to be associated with children experiencing problems such as repeating a grade, requiring special education services, and being suspended and dropping out of school (...) The social context of schooling is also a function of how students with various characteristics are distributed across schools .(…)In order to provide equal educational opportunity, policymakers must be aware of differences in the background of students, as well as differences in the climate and resources of schools. (pp.1-2)

In view of all these educational issues that has been presented in social context, the educator must be supported with all sort of procedures to achieve their pupils can develop a suitable treatment among them and hence surpass these barriers in the classroom.

The unsuitable management of this troublesome matter can increase to what extent it might appear groups that bring an improper behavior into class, it means the well-off might look down on the rest of the students making them to be the outcast of the school society, even offspring whom come from broken families reveals troubles whereas they tend to integrate to the class because they would rather to be on their own.

2.2.7 LINGUISTIC FOUNDATION

Being that linguistic concern on studying how the language has been changed and how it is acquired by the human being over the years. It also copes with how people manage to articulate the different sounds in order to be able to distinguish among phonemes.

Going deeper into this science it is gist to determine in which manner the acquisition of knowledge occur into the human being, within this topics many authors has been developed several approaches to treat those procedures, but it is suitable to bear in mind the Chomsky's cognitive science.

Just as it is claimed by Chomsky (quoted by Kasher 1998)

> In general, cognitive structures of varies sort are constructed as a person matures, interacting with grammar and providing conditions for language use .An integrated study of cognition should try to make these connections precise, thus leading-we may speculate-to further innate properties of mind. Note again that there is not inconsistency between this view and the thesis autonomy of formal grammar, that is, the thesis that the language faculty constructs an abstract formal skeleton invested with meaning by interpretive rules, an integrated structure that fits in a definite manner into a system of language use. (p.21)

In view of this, it is timely to infer that this theory claimed every human being has the ability for acquiring the knowledge innate into the brain and it can increase according to the different stages of growth. It implies that people must develop that inherited readiness to learn with more vocabulary so that they can make up their word to achieve convey their idea.

Chomsky also thought that all the languages at some point share some grammatical patterns because it is hard-wired into the human's brain, besides the acquirement of language is by nature innate into the human being by means of experiences. That implies that within the human mind there are sections that perform and acquire the meaning of sentences to transform into sound to relay that cognitive structure.

2.3 LEGAL FRAMEWORK

This current research is based on several laws and into the Ecuadorians Education System the same that provide the timely support to aid the learner onto the development of their learning process so as to achieve the proper performance of the English curriculum.

Those laws will be treated one by one in order to supply all the legal requirements to accomplish the suitable development of this research, the same that will be set up below.

THE ORGANIC LAW OF INTERCULTURAL EDUCATION (LOEI)

This law in its Chapter Four in which it is related to De las Acciones de Evaluación, Retroalimentación y Refuerzo Académico, it is taken the next article:

Art 208 Refuerzo académico.- Si la evaluación continua determinare bajos resultados en los procesos de aprendizaje en uno o más estudiantes de un grado o curso, se deberá diseñar e implementar de inmediato procesos de refuerzo académico.

Besides, it is in agreement with the Chapter Three that is concerning about De los Derechos y Obligaciones De los Estudiantes in its F literal in which states "Recibir apoyo pedagógico y tutorías académicas de acuerdo con sus necesidades".

NATIONAL PLAN FOR GOOD LIVING (PNBV)

Within this law, it was a pressing need to take into account the section that manages La Politica y Lineamiento in which it was relevant to spotlight on the next objective:

Objetivo 4.4 Mejorar la calidad de la educación en todos sus niveles y modalidades, para la generación de conocimiento y la formación integral de personas creativas, solidarias, responsables, críticas, participativas y productivas, bajo los principios de igualdad, equidad social y territorialidad.

Moreover, it is proper to bear in mind the next N literal in which states: Diseñar e implementar herramientas e instrumentos que permitan el desarrollo cognitivo-holístico de la población estudiantil.

MATRIX, TENSION AND PROBLEMS IN THE 8 ZONE

This chart supplies to all the current troublesome matter that will be found on the eight zone. This was important to highlight over the Hábitat Sustentable section that involve health, culture, environment but it is required to inlight on Education axis that is concern about social inclusion of the disabled kids to the regular school activities and therefore curriculum for a better development of them into a whole.

CHAPTER III

METHODOLOGY

3.1 METHODOLOGICAL DESIGN

This research had been outlined from its scratch to have a mixed nature due to there is not dichotomy between the qualitative and quantitative nature, furthermore it has been based on a prudent and critical awareness that enables to employ the scientific method which is ones of the first bases to acquire or gather information.

3.2 TYPES OF INVESTIGATION

3.2.1 BY ITS PURPOSE

APPLIED

Due to it has as purpose to provide a timely result for this failure on the development of the intonation on eighth grade students from Francisco Huerta Rendon High School.

3.2.2 BY ITS OBJECTIVE

EXTENSIVE

Because of the application of some empirical approaches such as the observation guide and the survey reveal there is an unsuitable development on the oral expression on the pupils from the institution already mentioned above.

EXPLANATORY

For the reason its purpose involves both inductive and deductive methods for accomplishing not only describe but also be after the causes why learners are having an unsuitable performance on the development of their oral expression.

PROPOSITIVE

Due to it is regarded to design a handbook for training the intonation in short dialogues for level A-1 so as to provide a suitable approach and techniques and therefore drills to treat this troublesome matter from its scratch.

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3.2.3 BY THE VARIABLE MANAGEMENT

NO EXPERIMENTAL RESEARCH

Being the research's nature extensive and explanatory, so in this kind of investigation the conflict situation is viewed just as it comes or would be noticed, that implies the issues cannot be altered.

3.3 POPULATION AND SAMPLE

3.3.1 POPULATION

In this current research, the population in which this investigation is being analyzed belongs to eighth grade students from Francisco Huerta Rendon High School.

Being one hundred twelve learners the number of eighth grade students from the morning session. It is necessary to bear in mind that the institution counts on one general secretary and three auxiliaries moreover, three English teachers that are in charge of eighth course who are ruled by the principal of the school.

Square Nº 2

#	DETAIL	PEOPLE	PERCENT
1	Principal	1	1%
2	Secretary	4	3%
4	Teachers	3	3%
5	Learners	112	93%
	TOTAL	120	100%

Source: Authorities' information

Researchers: Gersson Jordán Torres- Sara Hernández

3.3.2 SAMPLE

Once the information about the population of eighth grade students and authorities from Francisco Huerta Rendon High School has been gathered and show into a chart, it has been required to apply the mathematic method in order to accomplish the timely sample which shall be showcase below.

MATHEMATIC METHOD TO ACCOMPLISH THE SAMPLE

N = POPULATION   n = SAMPLE   E2 = MARGIN OF ERROR (0.05) 2 = 0.0025

N = $\dfrac{n}{e2 \ (n-1) + 1}$

N = $\dfrac{112}{(0.05)2 \ (112-1) \ + 1}$

N= $\dfrac{112}{(00.5)2 \ (111) \ +1}$

N= $\dfrac{112}{0.0025 \ (111) + 1}$

N= $\dfrac{112}{0.2775 \ + 1}$

N= $\dfrac{112}{1.2775}$

N=   87.67

N=   88

Due to the data from the population has been gathered, it is proceeded to apply and therefore develop all the procedures from the mathematic method in order to carry out the timely sample from eighth grade students and authorities from Francisco Huerta Rendon High School.

Those outcomes are going to be laid out into a chart so as to it would be easy to infer and understand the wide range of people in which this investigation shall be spotlighted.

Square Nº 3

#	DETAIL	PEOPLE	PERCENT
1	Principal	1	1%
4	Teachers	1	1%
5	Learners	88	98%
	TOTAL	90	100%

Source: Mathematic Method
Researchers: Gersson Jordán Torres- Sara Hernández

3.4 VARIABLES OPERACIONALIZATION LAYOUT

Topic: Influence of the intonation (vi) in the oral expression (vd).

Design of a handbook for training the intonation in short dialogues for level A-1

Square N°. 4

VARIABLE	ITEMS	SCOPE
The intonation (vi)	❖ Stress types	• Emphatic • Contrastive • New Information
	❖ Pitch level	• Rising intonation • Falling intonation • Rising-falling intonation
	❖ Stress in sentences	• Content Words • Function Words

VARIABLE	ITEMS	SCOPE
The oral expression (vd)	❖ Qualities of the oral expression.	• Coherence • Fluency • Diction • Volume • Pitch
	❖ Oral expression features.	• Intonation • Clearness • Rhythm • Vocabulary • Voice Modulation
	❖ Types of verbal communication	• Interview • Dialogue • Exposition • Debate

Source: Contents Research
Researchers: Gersson Jordán Torres- Sara Hernández Valverde

3. 5 RESEARCH METHODS

3.5.1 THEORETICAL METHODS

Due to the research nature, it has been required to use several methods to accomplish the best outcome to furnish a proper upshot to the issue, so that those methods and procedures shall be draft below.

3.5.2 ANALYSIS-SYNTHESIS APPROACH

Because an analysis is going to be developing over the issue then a synthesis about it shall be carried out so that a widely and deeply awareness over the troublesome matter shall be noticed.

3.5.3 INDUCTIVE-DEDUCTIVE APPROACH

Being that on this method the first procedure is to consider some prior empirical theories about the research problem. It also brings new data from updated research to acquire an overall view of the issue.

3.5.4 HISTORICAL-LOGICAL APROACH

Considering, this approach is spotlight on revealing the historical background over the troublesome matter, it implies how the issue has been performed over the years, thus the application of this method is far too gist because it provides an overview of the problem.

3.5.5 SYSTEMIC-STRUCTURAL APROACH

Seeing that, this technique shall provide the procedures to design the proposal of this research which shall be used to enhance the troublesome matter.

3.6 EMPIRICAL METHODS

In this project it shall be required to apply several techniques to gather and organize the information related to the troublesome matter; those techniques shall be outline below.

3.6.1 OBSERVATION GUIDE

This technique is a branch of the field research due to it provides the first approach to the troublesome matter and the people in which the issue had been found, this research technique is useful for recording data related to the matter.

3.6.2 INTERVIEW

In view of this procedure involves a speech between two people the interviewer and interviewee to accomplish to join fact and feedbacks about the main troublesome matter.

3.6.3 SURVEY

Due to this technique will round up further information to identify, recognize and draw the boundary that reveal to what extent the conflict situation that is already known by the researchers had reached.

3.7 RESEARCH INSTRUMENTS

In view of the prior application of the techniques, it has been required to point out the tools employed in this investigation to gather information that entitle the researchers to furnish a timely data to the troublesome matter being discussed which are going to be treated below.

3.7.1 OBSERVATION GUIDE

Seeing that, it allows to record how the learning preocees into a specific matter is being developed over an average day of school ,the procedures to be considered are : how the topic is introduce , the teacher' s activities and performance of the class for accomplishing that aim, the methodology, resources and so on.

3.7.2 INTERVIEW

This realia is addressed to the teacher, and it is based on some inquiries related to problem situation, so that the teacher will be aware of and crack down on the issue to solve it.

3.7.3 SURVEY

Being applied to the pupils by means of several questions to measure their prior awareness, believes and point of views about the troublesome matter exposed.

3.8 ANALYSIS AND DATA INTERPRETATION OF THE RESEARCH INSTRUMENTS

And now, it is timely to proceed to the treatment of the outcome gather from the instrument of investigation that were addressed to both the teacher and learners from the Francisco Huerta Rendon High School which takes part of the teaching and learning process.

This successful data interpretation was achieved due to the researchers accomplish to rely upon the approval of the authorities from this institution and also the learners' readiness which were very attentive and cooperative to gather the data.

In order to be easily to acquire the survey was performed over the application of an understandable language and the explanation of some terms that might be harsh to comprehend for the pupils. In the teacher's case, it was suitable to take advantages of the everyday development of the class to apply the guide observation and therefore the teacher's interview that was carried out at the end of the class.

Besides, the datas gather form the instruments were treated and tabulate into charts and statistical graphics, and at the end of this process it was noticeable that a wide range of learners and teacher were agreed and keen in the development of this educational project.

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OBSERVATION GUIDE

AIM: This research's instrument supplies relevant data required to have a wide viewpoint over the development and therefore treatment that is provided to the oral expression in the classroom.

INSTITUTION: FRANCISCO HUERTA RENDÓN
SUBJECT: ENGLISH
SKILL: SPEAKING
DATE:
COURSE: EIGHTH GRADE

MAINTENANCE: FISCAL
SYSTEM: COSTA
GENDER: MIXT
ADDRESS: AV LAS AGUAS
CLASS SCHEDULE:

ASPECTS	RATE				NOTE
	EX	MB	B	R	
TEACHER					
Introduce the oral expression's theme					
Foster the oral expression in their pupils					
Relay to the inquiries with clearness and accuracy					
Apply the intonation for conveying the message					
It is supply a proper time to develop the oral expression					
TEACHER'S ACTIVITIES					
Foster the pupils 'interaction into the class					
Employ a fluent and clear vocabulary					
Manage the diction and coherence whereas speaking					
Make use of expositions and debates					
CONTENTS					
Edit the message to bring into the national context					
METHODOLOGY					
Apply several methods for enhancing the oral expression					
Treat and proofread the intonation supplied into class					
LEARNER					
Perform a timely oral expression					
Apply the intonation while engaging a conversation					
Supply a suitable diction and voice modulation					
Employ a timely fluent whereas conveying a conversation					
Manage the different pitch level					
Request further information about how to complete the drill					
While speaking there is coherence into the message					
Provide a proper rhythm to the discourse					
Reply to the inquires in an accurate and noticeable way					
Utter the wide range of tonic stress into English language					
Apply the timely stress into sentences					

STUDY OF THE OBSERVATION GUIDE BY ITEMS

After being in the English class development carried out by the teacher Margarita Robles Altamirano, the head teacher in charge of the eighth grade learners, a track from the Francisco Huerta Rendon High School. It was bolstered the intended idea of an untimely treatment over the oral expression management. These unusual outcomes were verified due to the performance of this observation guide and therefore those treatments will be outlined below.

TEACHERS

Regardless of the few time to develop the oral expression the teacher managed to make a great introduction of the topic moreover, the speech was clear and accurate and therefore the performance of the intonation was very good. The vocabulary employed was fluent and manage an appropriate diction and coherence into the speech.

CURRICULUM

There is not a proper draft of the curriculum because there is not a suitable time to carry out the oral expression drill, the lessons were not bring into the Ecuadorian reality besides, there was not any management of the techniques such as debate and expositions for empower the pupils 'oral expression. The scarce intonation supplied by the learners was barely proofreading.

LEARNERS

The pupils' oral expression was barely performed and their intonation whereas relaying any information was merely applied furthermore, their diction and voice modulation were not above average in fact, it seems to sound like clenching teeth. Even when they were request to reply to some inquiries their speech was not fluent and therefore they did not supply any sort of stress or rhythm into their discourse. Indeed their messages were not clear, accurate and their ideas were not properly connected, it is timely to state they produce a broken language with any prominence at all.

ANALYSIS OF THE OBSERVATION GUIDE

In view of all those troublesome matters in the development of the English speech. It is inferred that pupils do not manage, utter or produce any prominence into their dialogues so teachers must redo the English curriculum from its scratch in order to provide the timely time to the development of the oral expression which has become a pressing need to be treated over the eighth grade students from Francisco Huerta Rendon High School.

Otherwise, the teacher must make use of several strategies to empower and foster their pupils to the fulfilment of the oral expression and its features, which can be carried out by means of several techniques such as: debate, expositions and role plays which shall enhance their oral expression.

Indeed the target language is no longer spoken within the English class because pupils would rather make use or their mother tongue to convey their ideas. It might be because they cannot manage the target language.

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INTERVIEW ADDRESSED TO THE TEACHER

> **AIM:** This interview has as purpose to obtain the teacher's point of view in charge of the English department in relation to the curriculum outline for accomplishing the development and treatment of the oral expression into the English class.

PROCEDURES: please! Feels free to answer to the following inquiries honestly in agreement to your way of reckon and based on your teaching experience.

1. How do you manage your English class? I mean the curriculum …

2. Based on the Common European Framework .Do you think your pupils can perform all the procedure pointed out in the level A-1?

3. When your pupils are requires to reply some inquiries. Do they answer with a right fluency and pitch?

4. What do you reckon about the development of your learners' oral expression?

5. Do you employ technique such as debate and exposition to achieve your learners become more proficient in the target language being taught?

6. Do they manage a proper intonation whereas they perform the oral expression?

7. How do you handle this unsuitable performance?

8. In order to enhance your learner oral expression and therefore intonation. Would you like to be supplied with a proper realia to overcome this troublesome matter?

INTERVIEW ADDRESSED TO THE ENGLISH TEACHER

1. **How do you manage your English class? I mean the curriculum**

    The curriculum is properly drafted but the oral expression is not fully achieved due to classes are focus more on grammar and the other skills.

2. **Based on the Common European Framework. Do you think your pupils can perform all the procedure pointed out in the level A-1?**

    I think my pupils cannot perform all the procedures pointed out in the level A-1 due to they do not know so much English.

3. **When your pupils are requires to reply some inquiries. Do they answer with a right fluency and pitch?**

    The students cannot respond with a right fluency and pitch.

4. **What do you reckon about the development of your learners' oral expression?**

    The development of the learner's oral expression is not good at all due to many problems that affect them.

5. **Do you employ technique such as debate and exposition to achieve your learners become more proficient in the target language being taught?**

I cannot employ these kind of techniques with the pupils because of they are not prepared in the English language and they also manage a very low level in the target language being taught.

6. **Do they manage a proper intonation whereas they perform the oral expression?**

No, they do not manage a correct intonation into their English speech but, there are some pupils that can perform it because of they have studied in other English Institution or academic.

7. **How do you handle this unsuitable performance?**

I can manage the class with a little difficulty due to some learners do not have a proper level and hence, they are not really prepared into this foreign language.

8. **In order to enhance your learner oral expression and therefore intonation. Would you like to be supplied with a proper realia to overcome this troublesome matter?**

I am absolutely agreed with this kind of handbook that will provide and supply us a proper realia to overcome this troublesome matter.

ANALYSIS OF THE INTERVIEW TO THE ENGLISH TEACHER

It is bolstered and found with the aid of this research instrument the intended idea of an untimely treatment of the oral expression due to an unusual arrangement of the skills involved in the development of it.

Moreover, it is discovered that classes cannot be fully accomplished because of the scarce English level, indeed those academic performance are due to external situation around them like pupil's familiar environment, and to cap it all, the educator pointed out their discourse is uttered without any prominence at all.

It is also asserted a below average employment of techniques to try to arouse the learners' awareness, bearing in mind all the prior issues already mentioned the instructor highlighted to have a little difficulty to achieve pupils comprehend the class when it is being performed.

Therefore, It is perceived there is not a timely technique and realia to overcome this troublesome matter so that the teacher claimed to be strongly agree related to the idea of the application of the performance of the handbook for training the intonation into the short dialogue for level A-1

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SURVEY ADDRESSED TO THE LEARNERS

AIM: the next survey has as purpose to gather important information related to the causes and aftermath over the development of the intonation by mean of the oral expression into the English language that was found in the learners of this high school.

PROCEDURES: please! Feels free to answer to the following statements honestly. Put a check ( ) to the answer that you consider the best one.

1. **There is an unsuitable treatment of the oral expression employee within the English class**.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

2. **The treatment and development of the intonation in class is:**

Terrible	Poor	Acceptable	Good	Very Good
☐	☐	☐	☐	☐

3. **A suitable communication requires the proper performance of the fluency**

Always	Often	Sometimes	Seldom	Never
☐	☐	☐	☐	☐

4. **When you engage a conversation, your diction employment is**

Poor	Below Average	Average	Above Average	Excellent
☐	☐	☐	☐	☐

5. **Having a proper clearness is relevant to the English speech.**

Very Important	Important	Moderate	Of Little Importance	Unimportant
☐	☐	☐	☐	☐

6. The resources for enhancing the vocabulary are the appropriate.

Strongly Acceptable   Suitable   Unsure   Unsuitable   Strongly Unacceptable

☐   ☐   ☐   ☐   ☐

7. The use of voice modulation achieves the improvement of the intonation.

Always   Often   Sometimes   Seldom   Never

☐   ☐   ☐   ☐   ☐

8. The management of a proper intonation enhances the oral expression.

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

☐   ☐   ☐   ☐   ☐

9. The rhythm treatment is important within the English language.

Very Important   Important   Moderate   of Little Importance   Unimportant

☐   ☐   ☐   ☐   ☐

10. When convey your emotions you supply a proper pitch

Always   Often   Sometimes   Seldom   Never

☐   ☐   ☐   ☐   ☐

11. Within the English language the oral expression is an ability that is develop

Terrible   Poor   Acceptable   Good   Very Good

☐   ☐   ☐   ☐   ☐

12. Whereas engaging into a conversation the message supplied is coherent

Always   Often   Sometimes   Seldom   Never

☐   ☐   ☐   ☐   ☐

13. The technique supplies to the performance of the oral expression are.

Strongly Acceptable   Suitable   Unsure   Unsuitable   Strongly Unacceptable

☐   ☐   ☐   ☐   ☐

14. **When it is speaking time , you development of the oral expression would be rate as**

Poor	Below Average	Average	Above Average	Excellent
☐	☐	☐	☐	☐

15. **The use of stress types would be important to enhance your intonation.**

Very Important	Important	Moderate	Of Little Importance	Unimportant
☐	☐	☐	☐	☐

16. **The management of stress sentences enhances the English intonation**

Always	Often	Sometimes	Seldom	Never
☐	☐	☐	☐	☐

Thanks for your time!

ANALYSIS OF THE SURVEY ADDRESED TO THE LEARNERS

STATEMENT #1   THERE IS AN UNSUITABLE TREATEMENT OF THE ORAL EXPRESSION EMPLOYED WITHIN THE ENGLISH CLASS.

Square Nº 5

Management of the oral expression within the English class		
Items	**Frequency**	**Percent**
Strongly Agree	30	34%
Agree	25	28%
Undecided	11	13%
Disagree	9	10%
Strongly Disagree	13	15%
Total	**88**	**100%**

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic Nº 1

Management of the oral expression within the English class
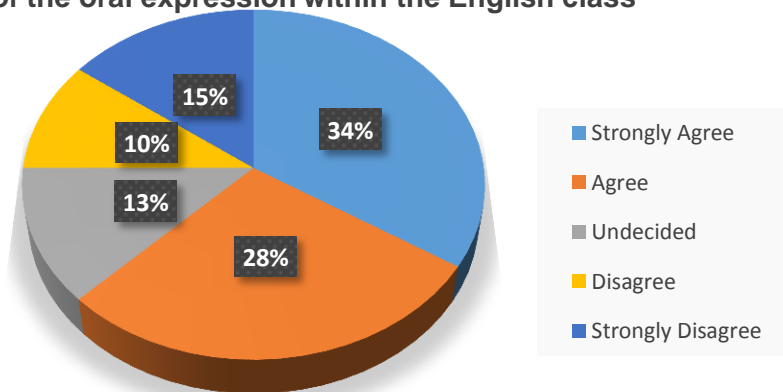
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Due to the data gather, it is determined that the sample was 88 students in which it is shown that 34% described to be strongly agree that there was a troublesome matter in the oral expression whereas the 28% claimed to be agree, nevertheless the 13% said to be undecided, while the 10% stated to be disagree, and hence the last 15% stated to be strongly disagree related the unsuitable performance of the oral expression in English class.

STATEMENT #2   THE TREATMENT OF THE DEVELOPMENT OF THE INTONATION IN CLASS

Square Nº 6

Utterance of the intonation in the English speech		
Items	**Frequency**	**Percent**
Terrible	35	40%
Poor	26	29%
Acceptable	14	16%
Good	8	9%
Very Good	5	6%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic Nº 2

Utterance of the intonation in the English speech
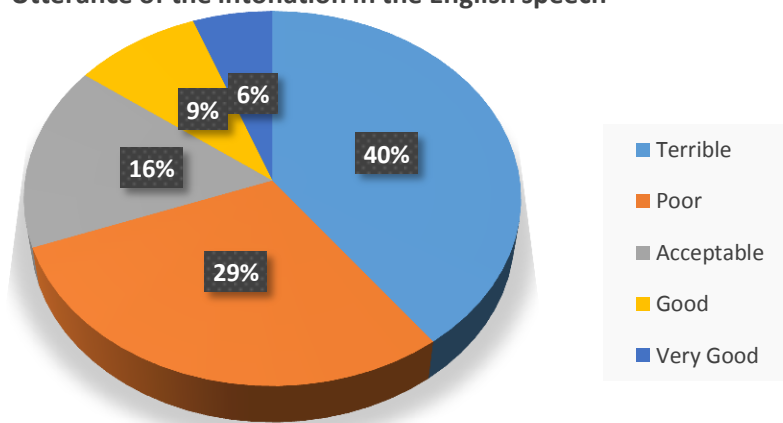
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

In view of this, it was found that 40% claimed their utterance of the intonation were terrible besides, the 29% manifested it was poor, whereas the 16% said to be acceptable, meanwhile the 9% stated it was good and finally the 6% mentioned that their utterance of the intonation was very good. It is timely to claim their English utterance required to be treated immediately.

STATEMENT # 3   A SUITABLE COMMUNICATION REQUIRES THE PERFORMANCE OF THE FLUENCY

Square # 7

Fluency is required to perform a proper communication		
Items	**Frequency**	**Percent**
Always	31	35%
Often	23	26%
Sometimes	16	18%
Seldom	15	17%
Never	3	4%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 3

Fluency is required to perform a proper communication
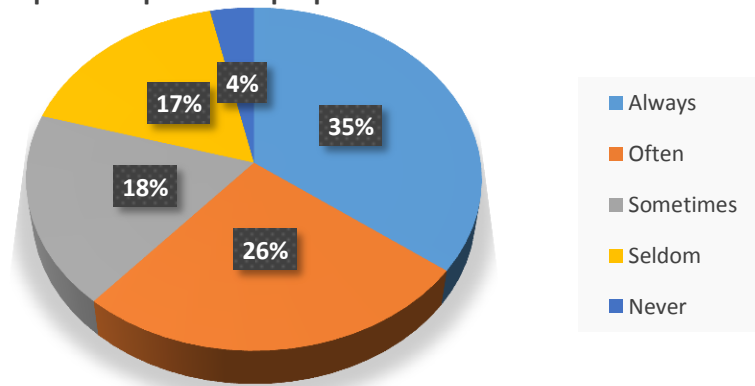
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Seeing this, it is proper to mention that the 35% of the learners stated that a managing an appropriate fluency is always required whereas engaging a communication moreover, the 26% assumed that fluency is needed seldom, while the 18% highlighted it is employed often nonetheless, the 17% said that it is applied sometimes, the 4% claimed that fluency is never required, so that it is timely to pointed out that fluency is so gist for achieving a suitable communication process.

STATEMENT #4   WHEN YOU ENGAGE A COMMUNICATION, YOUR DICTION EMPLOYMENT IS

Square # 8

The diction management meanwhile speaking		
Items	**Frequency**	**Percent**
Poor	33	38%
Below Average	25	28%
Average	15	17%
Above Average	9	10%
Excellent	6	7%
Total	**88**	**100%**

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 4
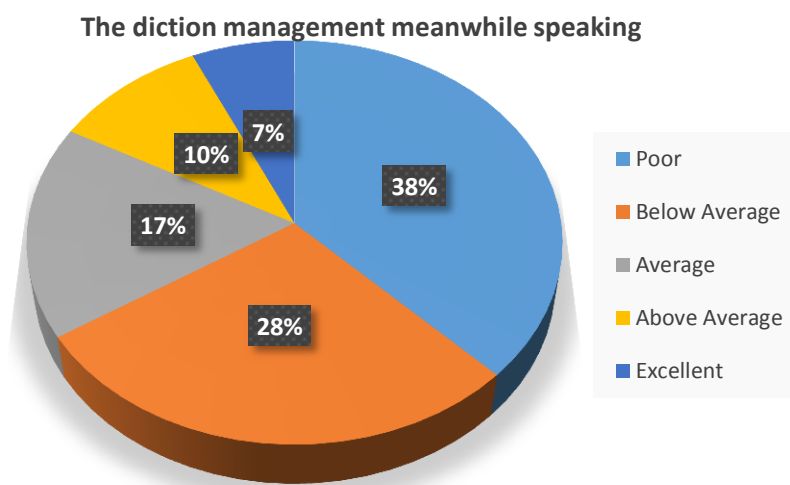
The diction management meanwhile speaking

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Being the 38% of learners that claimed to be a poor management of diction however, the 28% assumed to be a below average diction, while the 17% described to perform an average one besides, the 10% highlighted to be an above average, and finally the 7% stated to utter an excellent diction employed. In view of this, it has become a pressing need to enhance the pupil fluency into English speech.

STATEMENT # 5   HAVING A PROPER CLEARNESS IS RELEVANT TO THE ENGLISH SPEECH

Square # 9

The relevance of clearness performance		
Items	**Frequency**	**Percent**
Very Important	36	41%
Important	26	30%
Moderate	11	12%
Of little important	8	9%
Unimportant	7	8%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 5

The relevance of clearness performance
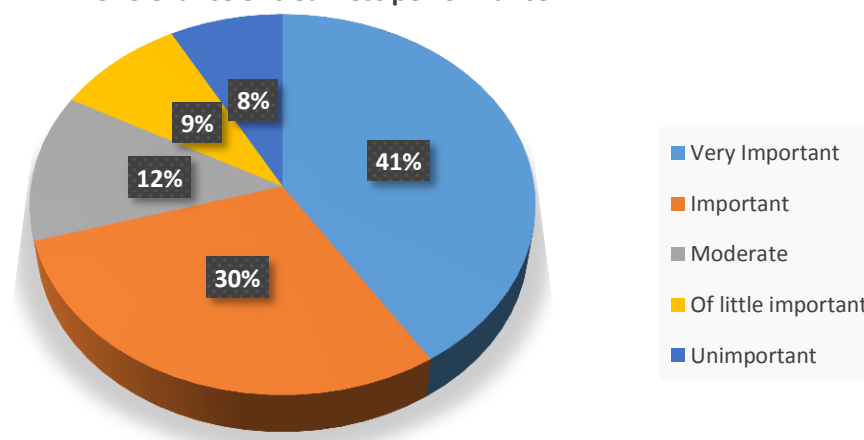
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Because of this, it is inferred the 41% pointed out clearness is very important moreover, the 30% stated it is important nevertheless, the 12% explained their clearness is moderated, the 9% assumed it was of little important and also the rest 8% claimed the clearness development like of unimportant. Therefore, it is required to empower the pupils to manage a proper English articulation.

STATEMENT # 6   THE RESOURCES FOR ENHANCING THE ENGLISH VOCABULARY ARE THE APPROPRIATE

Square # 10

The technique employed for acquiring the language are		
Items	**Frequency**	**Percent**
Strongly Acceptable	6	7%
Suitable	8	9%
Unsure	35	40%
Unsuitable	24	27%
Strongly Unacceptable	15	17%
Total	**88**	**100%**

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 6
The technique employed for acquiring the language are
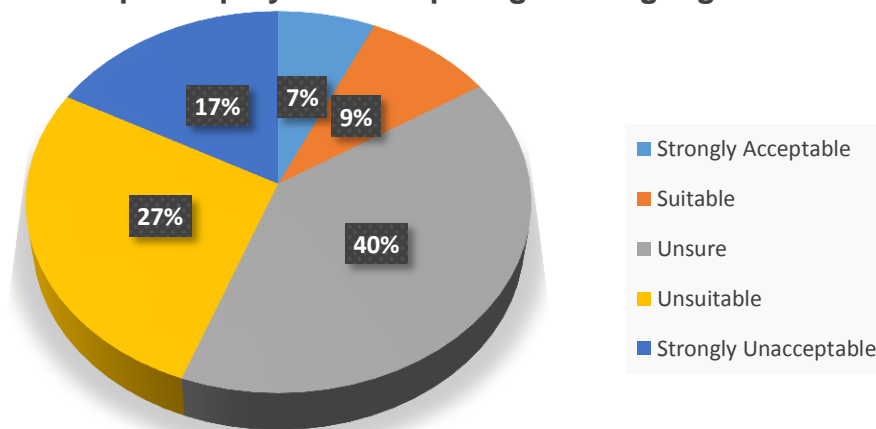
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Bearing in mind that, the 40% stated to be unsure related to the employment of the lexical acquirement, the 27% described it was unsuitable besides, the 17% claimed this development was strongly unacceptable. On the other hand, the 9% pointed out the management is suitable whereas, the 7% assumed it was strongly acceptable, and hence it is noticeable to improve the acquirement of English language.

STATEMENT # 7   THE USE OF VOICE MODULATION ACHIEVES THE IMPROVEMENT OF THE INTONATION

Square # 11

The voice modulation management is required for the intonation		
Items	**Frequency**	**Percent**
Always	36	41%
Often	25	28%
Sometimes	11	13%
Seldom	10	11%
Never	6	7%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 7

The voice modulation management is required for the intonation
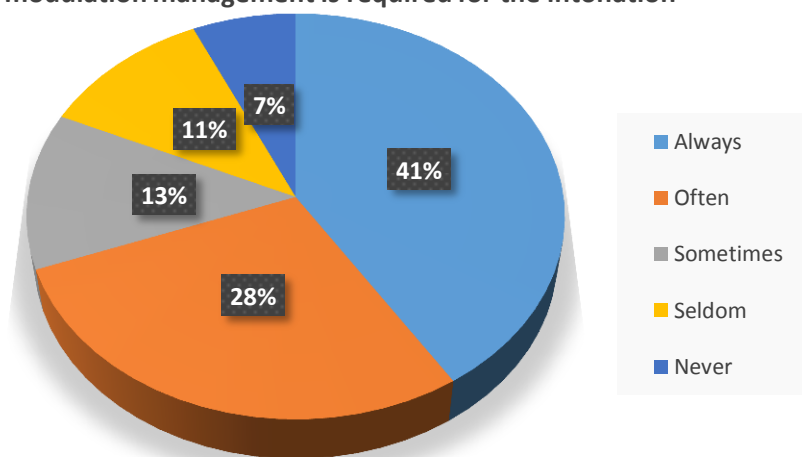
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

According to this, the 41% assumed the voice modulation must be employed always; the 28% tend to be applied often even though, the 13% claimed it is needed sometimes whereas, the 11% stated to be supplied seldom, and the 7% highlighted to be applied never. In view of this, the voice modulation must be seriously treated for enhancing the pupil's intonation.

**STATEMENT # 8   THE MANAGEMENT OF A PROPER INTONATION
ENHANCES THE ORAL EXPRESSION**

Square # 12

A proper intonation improves the oral expression		
Items	**Frequency**	**Percent**
Strongly Agree	37	42%
Agree	19	22%
Undecided	15	17%
Disagree	11	12%
Strongly Disagree	6	7%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 8

A proper intonation improves the oral expression
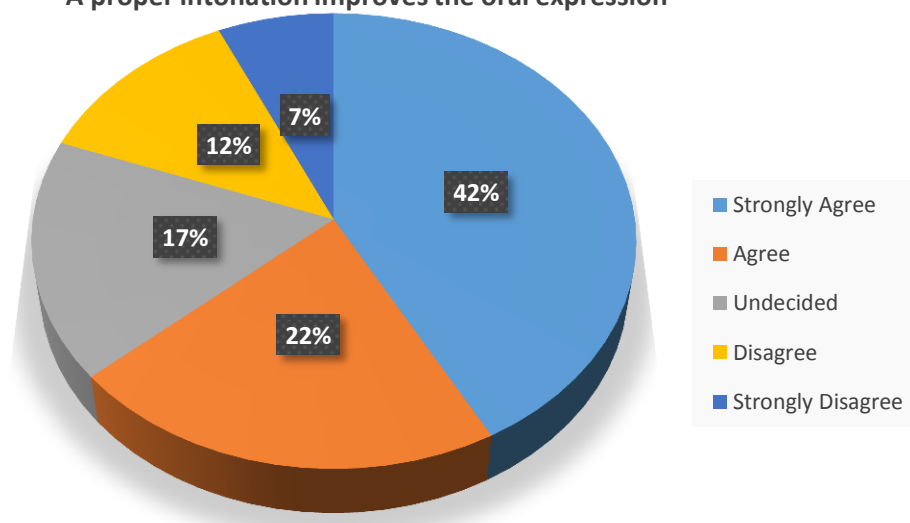
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Due to this, the 42% pointed out to be strongly agree the intonation is so gist while performing the oral expression besides, the 22% claimed to be agree, the 17% stated they are undecided whereas the 12% assumed to be disagree, and therefore the 7% highlighted to be strongly disagree. For that reason, it is recommended to perform a suitable intonation its feature in order to acquire the timely oral expression.

STATEMENT # 9   THE RHYTHM TREATMENT IS IMPORTANT WITHIN THE ENGLISH UTTERANCE

Square # 13

The management of the rhythm into the English pronunciation		
Items	**Frequency**	**Percent**
Very Important	28	32%
Important	37	42%
Moderate	8	9%
Of little important	9	10%
Unimportant	6	7%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic #9

The management of the rhythm into the English pronunciation
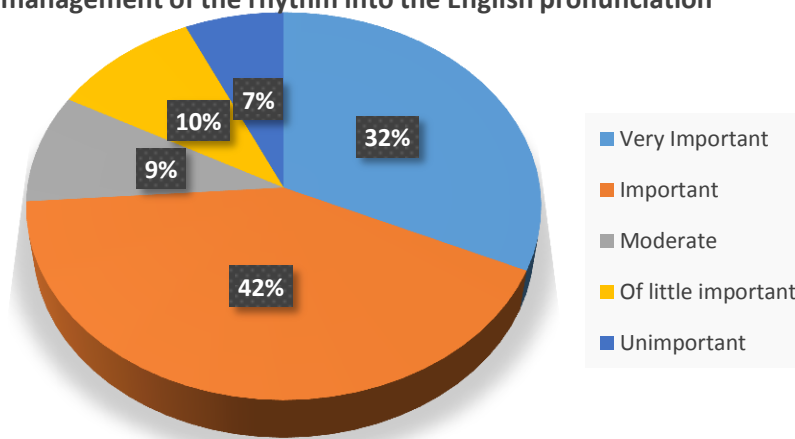
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

In view of this, it is found the 42% claimed the rhythm management is important moreover, the 32% pointed out it was very important, the 10% stated the rhythm is of little important nevertheless, the 9% assumed the application of the rhythm is moderate and finally the 7% described the rhythm treatment is unimportant. Therefore, the rhythm treatment is required to be supplied for accomplishing a suitable interaction communication.

STATEMENT # 10   WHEN CONVEY YOUR EMOTION YOU SUPPLY A PROPER PITCH

Square # 14

Pitch application whereas relying a message		
Items	**Frequency**	**Percent**
Always	9	10%
Often	10	11%
Sometimes	16	18%
Seldom	32	37%
Never	21	24%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 10

Pitch application whereas relying a message
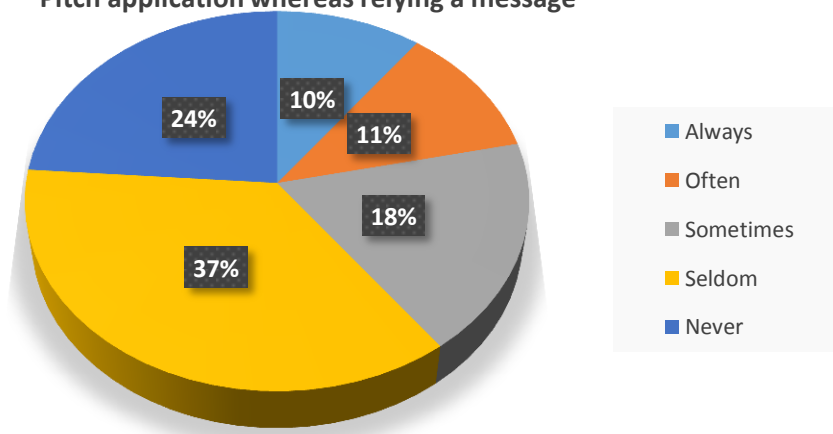
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Seeing this, the 37% claimed to seldom supply a suitable pitch whereas engage into a conversation besides, the 24% stated to apply never, the 18% pointed out to provide an appropriate pitch sometimes nevertheless, the 11% assumed to use it often meanwhile, the 10% highlighted to manage a suitable pitch always, and therefore it is noticeable to pupils must embrace the pitch treatment to be able to acquired it whereas they are speaking.

STATEMENT # 11   WITHIN THE ENGLISH LANGUAGE THE ORAL EXPRESSION IS AN ABILITY THAT IS DEVELOPED

Square # 15

The development of the oral expression		
Items	**Frequency**	**Percent**
Terrible	14	16%
Poor	37	42%
Acceptable	23	26%
Good	8	9%
Very Good	6	7%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 11

The development of the oral expression
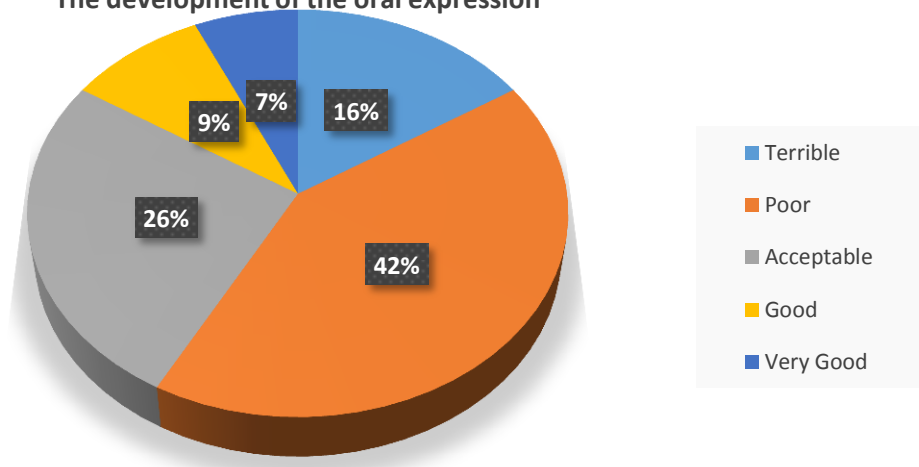
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Analysis

Being, the 42% assumed to be poor the development of the oral expression moreover, the 26% stated this treatment as acceptable, the 16% claimed this troublesome matter is performed terrible nonetheless, the 9% pointed out as good the management of this skill and the last 7% described this performance as very good. In view of this, is properly to reckon this ability must be more developed into classroom.

WHEREAS ENGAGING INTO A CONVERSATION
THE MESSAGE SUPPLY IS COHERENT

Square # 16

The coherence development into English speech		
Items	**Frequency**	**Percent**
Always	17	19%
Often	22	25%
Sometimes	16	18%
Seldom	25	29%
Never	8	9%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 12

The coherence development into English speech
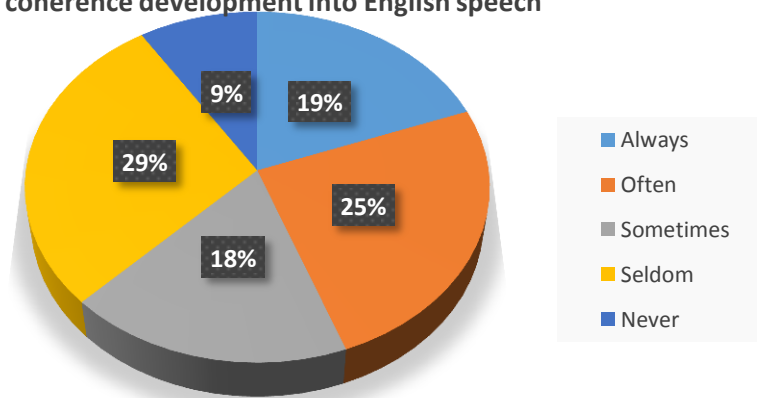
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordán & Sara Hernández

Analysis

Because of this, it is timely to infer that the 29% highlighted their ideas are seldom coherent, the 25% described the coherence level is often meanwhile, the 19% stated to develop it always. On the other hand, the 18% claimed to apply the coherence sometimes and the 9% mentioned their coherence performance is never supply into the speech. For that reason, the coherence management must be right developed, in order to their ideas being understood.

STATEMENT # 13   THE TECHNIQUES SUPPLIES TO THE
PERFORMANCE OF THE ORAL EXPRESSION ARE
Square # 17

The management of the methods are		
Items	**Frequency**	**Percent**
Strongly Acceptable	8	9%
Suitable	14	16%
Unsure	23	26%
Unsuitable	31	35%
Strongly Unacceptable	12	14%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 13
The management of the methods are
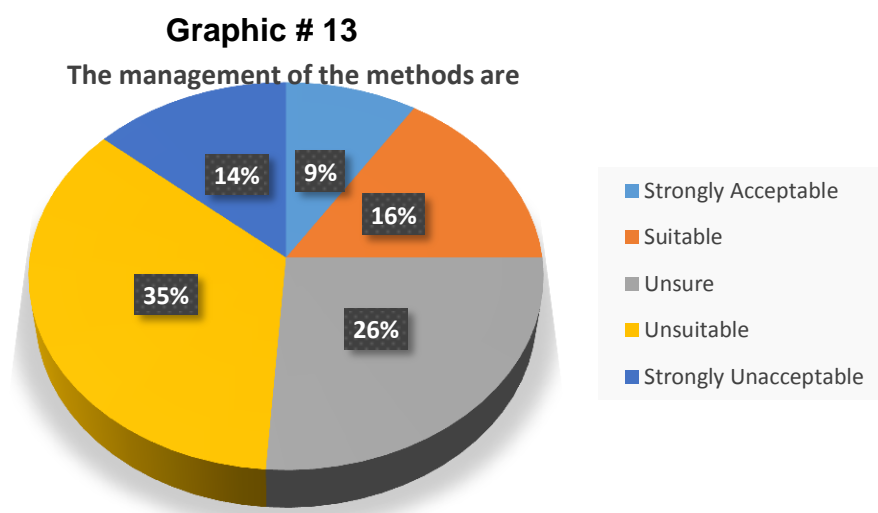
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordán & Sara Hernández

Analysis

Bearing in mind, the 35% stated the methods are unsuitable while, the 26% claimed to be unsure related to the employment of the employment, the 16% assumed the management of those are suitable nonetheless, the 14% pointed out to be strongly unacceptable about the methods management whereas the 9% mentioned the techniques are strongly acceptable. In view of this, it is properly to infer teachers must employ several techniques such debate or exposition in order to foster the learners' oral expression.

STATEMENT # 14   WHEN IT IS SPEAKING TIME THE DEVELOPMENT OF THE ORAL EXPRESSION WOULD BE RATE AS

Square # 18

Describing their oral expression		
Items	**Frequency**	**Percent**
Poor	21	24%
Below Average	32	36%
Average	12	14%
Above Average	15	17%
Excellent	8	9%
Total	**88**	**100%**

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 14

Describing their oral expression
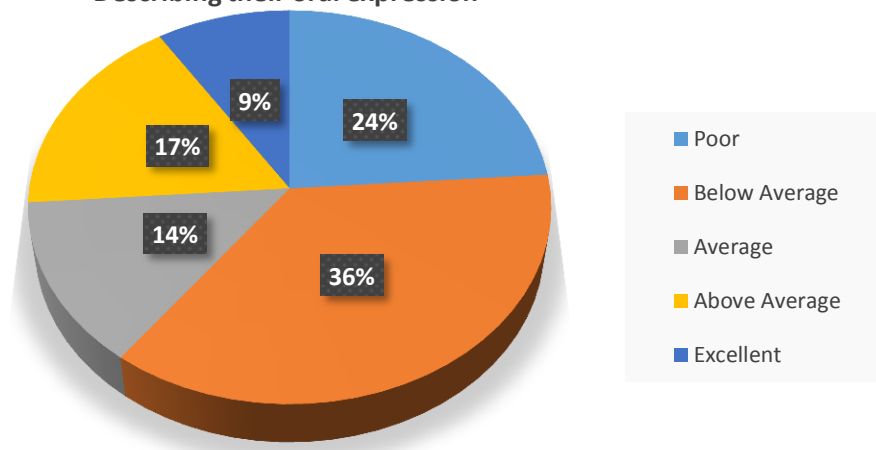
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordán & Sara Hernández

Analysis

According to this, the 36% pointed out their oral expression performance as a below average besides, the 24% highlighted to be poor, the 17% assumed their performance is above average nevertheless, the 14% claimed the oral expression as average and the last 9% described to have excellent a performance of the oral expression. Therefore is recommended to empower the pupils towards the improvement their oral expression.

STATEMENT # 15   THE USE OF STRESS TYPES WOULD BE IMPORTANT TO ENHANCE YOUR INTONATION

Square # 19

The stress types application improves the intonation		
Items	**Frequency**	**Percent**
Very Important	43	49%
Important	19	22%
Moderate	11	12%
Of little important	9	10%
Unimportant	6	7%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 15

The stress types application improves the intonation
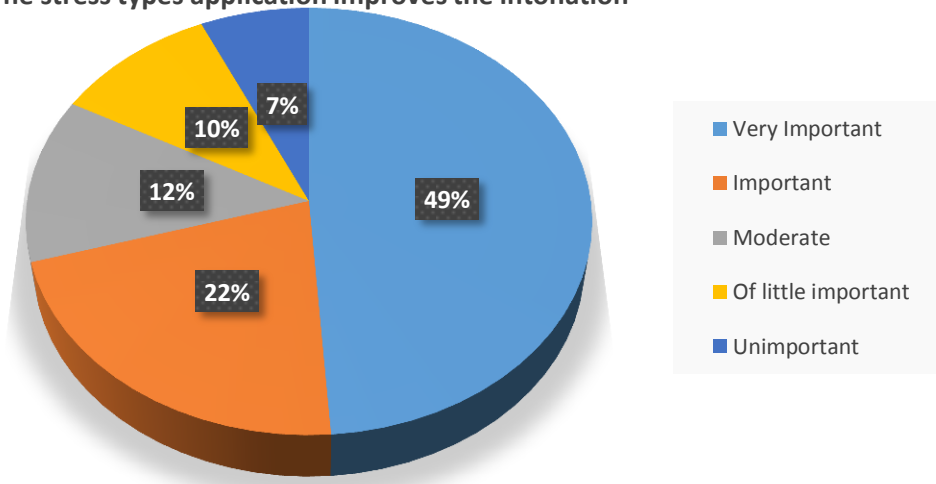
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordán & Sara Hernández

Analysis

Due to the 49% highlighted to be very important the stress types within the English speech, the 22% assumed this kind of stress is important furthermore, the 12% claimed the stress treatment as moderate meanwhile, the 10% stated this utterance is of little important into the speech and the last 7% pointed out to be unimportant because of this treatment makes no difference over English utterance.

**STATEMENT # 16   THE MANAGEMENT OF THE STRESS
SENTENCES ENHANCE THE ENGLISH INTONATION**

Square # 20

The utter of contents and functions words into the English speech		
Items	**Frequency**	**Percent**
Always	45	51%
Often	22	25%
Sometimes	10	11%
Seldom	8	9%
Never	3	4%
Total	88	100%

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

Graphic # 16

The utter of contents and functions words into English speech
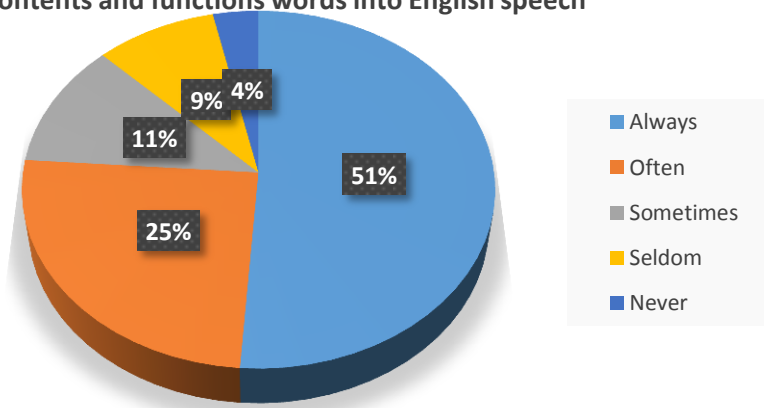
Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordán & Sara Hernández

Analysis

In view of this, it is found the 51% claimed that always the contents and functions management is useful, the 25% assumed to apply this treatment often moreover, the 11% highlighted the utter of those words as sometimes requirement into the speech nonetheless, the 9% pointed out to apply these utterances seldom whereas, the 4% stated to never supply any prominence to those words. Bearing this in mind, it is required to emphasize content from function word in order to perform an average into English pronunciation.

CHI SQUARE RESULT

AIM: Showcasing by means of the statistical methods the relationship among the independent and dependent variable.

INDEPENDENT: The intonation   **DEPENDENT:** The oral expression

SQUARE # 21

Influence of the intonation in the oral expression

The management of a proper intonation enhances the oral expression

			there is an unsuitable treatment of the oral expression employed within the English class					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
the management of a proper intonation enhances the oral expression	Strongly Agree	Recuento	30	0	0	0	0	30
		Recuento esperado	12.6	6.5	5.1	3.8	2.0	30.0
	Agree	Recuento	7	18	0	0	0	25
		Recuento esperado	10.5	5.4	4.3	3.1	1.7	25.0
	Undecided	Recuento	0	1	10	0	0	11
		Recuento esperado	4.6	2.4	1.9	1.4	.8	11.0
	Disagree	Recuento	0	0	5	4	0	9
		Recuento esperado	3.8	1.9	1.5	1.1	.6	9.0
	Strongly Disagree	Recuento	0	0	0	7	6	13
		Recuento esperado	5.5	2.8	2.2	1.6	.9	13.0
Total		Recuento	37	19	15	11	6	88
		Recuento esperado	37.0	19.0	15.0	11.0	6.0	88.0

Source: Statistic Program SPSS
Researchers: Gersson Jordán Torres & Sara Hernández Valverde

Analysis

Once the inquiries were analyzed and computerize in the statistic program SPSS, it was bolstered the intended idea of a heavy connection of the both inquiries which infers those ones manage a deep incidence so that, they complement one another.

Square Nº 22

Chi-Square result

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	203.080[a]	16	.000
Razón de verosimilitud	186.759	16	.000
Asociación lineal por lineal	79.638	1	.000
N de casos válidos	88		

a. 19 casillas (76.0%) han esperado un recuento menor que 5. El recuento mínimo esperado es .61.

Source: Chi Square
Researchers: Gersson Jordan & Sara Hernandez

Analysis

After developing the Chi Square Method, it is bolstered the p value is less than 0, 05 so, it is noticeable the relationship among the variables and hence it is timely to point out that the intonation influences in the oral expression development so that, those outcomes entitle the researchers to carry out the performance of this researcher and its proposal so as to overcome this troublesome matters.

CONCLUSIONS

Once that the data from the research methods such as the observation guide, the interview and the survey has been applied to the learners and teachers, it is proceeded to the treatment and analysis of those outcomes in eighth grade students from the Francisco Huerta Rendón High School which shall be drafted below.

- ➢ It is bolstered an unusual treatment of the intonation and its features such as: fluency, voice modulation and rhythm.

- ➢ There is not a suitable technique to foster and empower students to develop their oral expression.

- ➢ The target language is no longer spoken because pupils and even teacher employ their mother tongue to provide directions and relay their thought.

- ➢ The learners' discourse is not proofread and therefore they do not manage, utter or produce any prominence into their dialogues.

- ➢ Teacher does not count on proper realia and drills to overcome this educational issues.

RECOMMENDATION

Bearing in mind the intended conclusion related to the untimely development of the oral expression, it is proper to point out the next recommendations so as to overcome this troublesome matter.

➢ It is suitable to furnish enough time to teach, practice and proofreading the intonation and its features into every day pupils' speech.

➢ Teachers must make use of the wide range of techniques to try arose the learners' interests toward the oral expression such as interview, dialogue and so on.

➢ The target language being taught must keep at all the time so learners in a long terms shall develop their oral expression and accomplish a timely communicative competence.

➢ Pupils' speech or discourse have to be proofread so they acquire the rope about standing out some words into statements or fixed phrases.

➢ The application of this handbook for training the intonation in short dialogues for level A-1 shall provide aid to enhance this troublesome matter.

CHAPTER IV

PROPOSAL

4.1 TITLE

A handbook for training the intonation in short dialogues for level A-1

4.2 JUSTIFICATION

This research has been developed due to the fact it has been found a shortage at the moment of performing the oral expression in eighth grade student from the Francisco Huerta Rendon High School, that kind of failure has been reflected at the moment when learners are required to reply to some inquiries into the English class.

That sort of failure over their oral expression would be due to the fact pupils are roused to study English in their late middle or junior school which is not the timely stage to acquire a new language, moreover they do not have a prior awareness about phonemic utterance.it implies most of the learners are not able to infer from minimal pairs during their English performance.

To cap it off, there is not a linguistic immersion meanwhile the whole class is being developed that means sometimes the teacher must employ the mother tongue for accomplishing the procedures of the class been understood and that unsuitable usage is keep on by the pupils, so that they would rather use their mother tongue to have any interaction with other people around them.

Even though, new edition of books try to employ the fours skills involve into the communicative language competence most teachers spotlight on grammar point which is good at some point without putting aside the others skills or at least they will need to make a reinforce or provide them some drills to improve their oral expression or worksheet that explains what words would be sound a little bit more prominence than the other into a sentence, so that those drills furnish as a result an enhancement in pupil's utterance.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

- To develop the intonation by means of a handbook for training it in short dialogues for level A-1 to accomplish a proper oral expression.

4.3.2 SPECIFIC OBJECTIVES

- To enhance their oral expression by means of several dialogues to accomplish a suitable student's fluency.

- To acquire an average intonation and its features such as stress types, pitch level and stress in sentences through some drills to achieve an appropriate speech.

- To furnish enough awareness by means of several grammatical points and assignments to accomplish the level A-1 required by the Common European Framework and the Ecuadorian Educational Policies.

4.4 THEORETICAL ASPECTS

This research is spotlight on the development of the intonation in the oral expression, so that the contents of the research is design over theoretical foundation that were exposed on chapter II, those foundations furnish all the support to the development of it. Those bases shall be outlined in the next brief lines.

From the epistemological foundation, it is relevant to assume the intonation theory that was pointed by Peter Roach in which it is claimed that intonation is how the pitch of voice shift from one person to another.

Besides, from the linguistic view when it is time to talk about teaching a foreign language to a learner, for instance how to produce the target language that they are acquiring in a timely way, it comes to mind the development of language acquisition of the knowledge that involve three major pathways to acquire the language which are the universal grammar, the language is by nature innate according to several stages. (Chomsky, 1986)

Nevertheless, it is timely to highlight the pedagogical Piaget's point of view in which it is stated that to develop a proper learning process it is suitable to manage several stages such as: the sensorimotor, preoperational, concrete operational and formal operational, according to each level the learner is acquiring the knowledge and Piaget pointed out that those stages cannot be skipped.

Finally, from the psychological prospective in this project it is considered the Cesar Coll's construction of knowledge theory because of that theory provides to the pupils one of the most effective and suitable way to acquire and enhance the awareness by means of scheme the new knowledge that the pupils is about to learn to the prior one, so that the teacher harmonize the relationship between people and object being studied.

4.5 FEASIBILITY OF ITS APPLICATION

4.5.1 FINANCIAL

This research is suitable to the Francisco Huerta Rendon High School because the institution did not have to pay out any money due to the fact the researchers provide all the financial resource to achieve the development of the whole investigation.

4.5.2 TECHNIQUE

This handbook is ready to be developed right away due to it had been outlined from its scratch on a deeply and proper manage of contents research, this realia will be hand in to the people in charge of English department to be shared with the pupils as an aid to work on their oral expression.

4.5 .3 HUMAN

In the performance of this research it was counted on the principal's aid and others authorities to carry out all the required procedures to achieve the development of the investigation.

4.5.4 LEGAL

This proposal is based on Educational Ecuadorians laws such as: The Organic Law of Intercultural Education, in its two hundred-eight article, otherwise it is in agreement with the seventh article in its F literal of the same law, due to that law furnishes legal support to the pupils by making the teachers supply them additional aid to achieve a better mark on students grade report.

4.5.5 POLITICAL

This research is founded upon Matrix Tension and Problems in the 8 Zone in its Hábitat Sustentable section and Nacional Plan For Good Living in its four point four objective N literal, because those laws pretend to enhance Ecuadorian Education System by furnishing more prepared teacher and new furniture to have a suitable and proper teaching and learning process.

4.6 DESCRIPTION

4.6.1 INTRODUCTION

This current content is based on a field research that was developed in Francisco Huerta Rendon High School in which it was found an unsuitable treatment of the intonation in the oral expression, so that it was considered to develop a handbook for training it in short dialogues for level A-1 this realia was based on a deeply contents research about it.

The handbook had been drafting to be applied in a whole school year which would be split into six units. This realia spotlights on achieving how pupils shall perform a proper utterance of words in a sentences by making several of them more prominence or standing out from the others,(they are contents and function words).it also deals with accomplishing a good and suitable accuracy and fluency which provides an appropriate rhythm, speed, clearness and intonation while they are developing communicative language competence, hence this material count on an easy and understandable help of several drills that illustrate the application of the pitch in its different levels (rising, falling and rising-falling).The main aim is to enhance the speaking skill on eighth grade students from Francisco Huerta Rendon High School and to accomplish this goal the implementation of this handbook shall be required, henceforth this booklet shall be employed as soon as the speaking skill shall be developed within every single unit.

In closing, teachers in a long term shall notice a change on pupils' utterance, and it shall also be reflected on students' marks thus, students and teachers shall be the main beneficiaries which carry out a great satisfaction and proud to their relatives alongside friends and communities due to a better human being that they shall provide to the society, who shall be adequately supported with current tools and capacities to face the new challenges of this world.

4.6.2 METHODOLOGICAL RECOMMENDATIONS (STUDENT)

Due to the fact that this booklet would be split into six units, it has been required to supply some relevant procedures to accomplish the main goal for each activity, furthermore it is necessary to point out that this one must be considered as a supplementary aid to the main English book.

For a better performance of its application it is suggested:

- **Teachers are the monitors**
  Pupils do not have to carry along of what they supposed to think the task will be or is related to, they need to be patient to allow the teacher explains the procedures to achieve the activity.

- **Paying close attention**
  In order to avoid hesitating answers that would lead into trouble pupils must need to pay heed to what the teacher says, so they shall furnish accurate answers.

- **Asking for clarification**
  Pupils must be aware of their prior knowledge, weather they do not know what to do or what words are more prominence, ask for explanation to the teacher as soon as it is required.

- **Heeding the deadline**
  Be aware of the teachers' time and handing in the assignment on the date the teacher asks for to accomplish the activity goal of the day.

4.6.3 CONDITIONS FOR ITS PERFOMANCE

This handbook had been designed as a supplementary support to the development of a suitable English utterance, thereupon it is addressed to the students so that they count on with several drills and warm –up activities to achieve a proper development of it. In some cases learners will require the aid or guide of the teacher to accomplish a timely performance, those teachers 'procedures shall be found in a clear and precise way on the table of contents attached to the next page and handbook as well.

SQUARE # 23

TABLE OF CONTENTS

SCOPES AND PROCEDURES

UNIT	TITLE	CONTENTS	PROCEDURES	SCOPE
1	**Nice to meet you.**	**Tonic stress: Emphatic, contrastive and new information.**	**Pre:** Do you infer what the words in bold are? **While:** Read the dialogue and identify the words in pre stage, then underline them. **Post:** Be ready to act out the intended dialogue, remember to make more prominence the words that you underlined in while stage.	Pupils will discriminate several intonations and will be able to perform a proper emphatic, contrastive and new information utterance in everyday life.
2	**Dawning to the new knowledge**	**Content words**	**Pre:** Which part of the speech the words in bold are? **While:** Read the conversation and then circle the content words that you find in it. **Post:** Enact the scene of the prior conversation. Bearing in mind to supply a proper utterance to the words in while stage.	The scholar will realize which words are pronounced with a strong pitch of voice.
3	**Being worldwide**	**Function words**	**Pre:** What do the words in the box are? **While:** Read the dialogue and underline the function words in it. **Post:** Draft a dialogue following the intended patter, then portray it in front of the class.	The learner distinguishes why several words are less prominence than others.

4	**Keep your chin up!**	**Falling intonation: Declarative, Imperative and Exclamatory sentences. Wh questions.**	**Pre:** Can you infer what kind of statements is? **While:** Read the dialogue and underline the different statements that you find in it. **Post**: Be ready to act out the whole dialogue with a partner do not forget to supply the proper intonation**.**	Students will achieve to reproduce a correct falling intonation.
5		**Rising intonation**	**Pre:** Can you infer what statement in bold is? **While:** Read the conversation and then underline the rising intonation that you find in the statement. **Post:** Choose a partner and be ready to act out the dialogue, remember to make more noticeable the statement that has rising intonation in it.	Pupils will be able to develop a proper rising intonation.
6	**Worldwide citizen**	**Rising – falling: The tag questions**	**Pre:** Can you infer what statement in bold is? **While:** Read the conversation and then underline the rising-falling intonation that you find in each statement. **Post:** Choose a partner and be ready to act out the dialogue, remember to make more noticeable the statement that has rising-falling intonation in it.	Pupils will notice and produce an appropriate rising –falling utterance.

CONCLUSIONS

After, developing this research it is found several issues in students' performance of their English utterance, so that Francisco Huerta Rendon Principal bears it in mind and entitle us to provide a pressing method to solve this issue, it is considered to set up some conclusions:

➢ The fulfillment of this proposal furnishes aid to struggle and vanquish this troublesome matter and therefore it shall enhance the learners' oral expression.

➢ It accomplishes that learners gain fluency and hence become more proficiency in their discourse with one another.

➢ It also supplies some drills to acquire the basic awareness to manage an average intonation and its features to achieve an improvement in students' speech.

➢ It endows pupils with some skills to manage the A-1 level required by Common European Framework and Ecuadorian Educational Policies.

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APPENDIXES

Graphic Nº 17

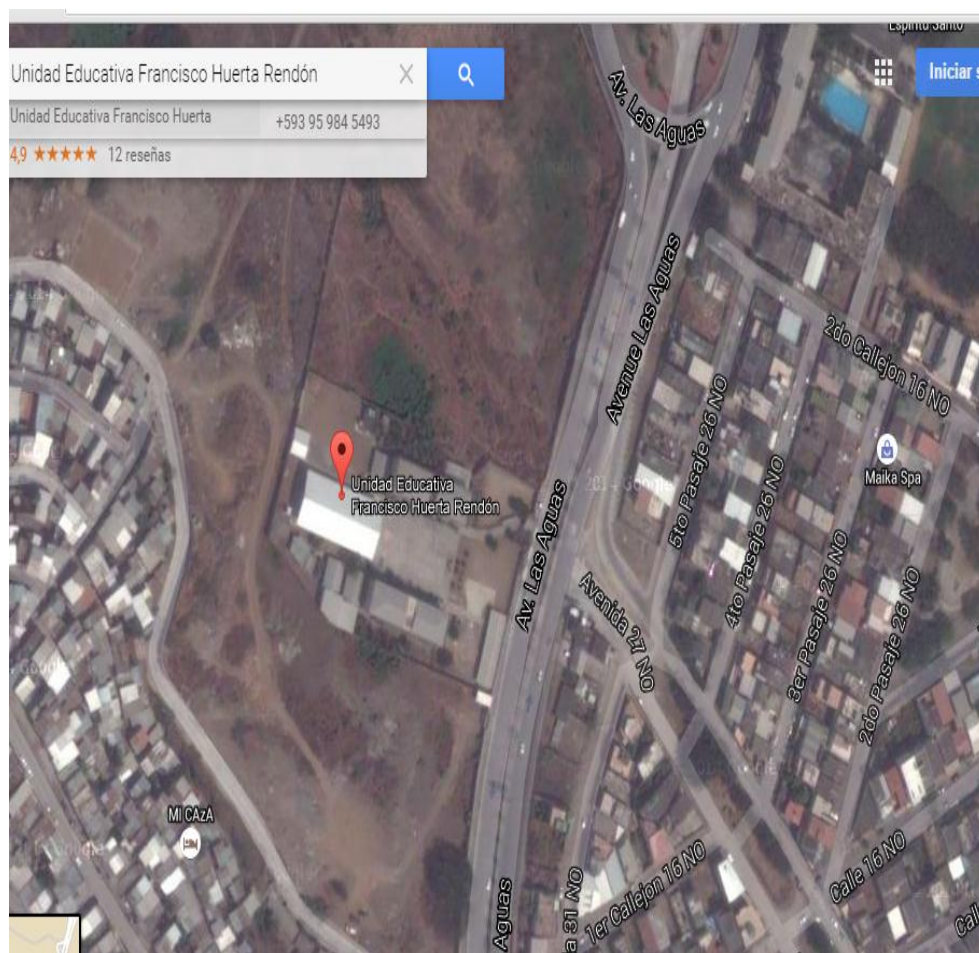**Francisco Huerta Rendon location**
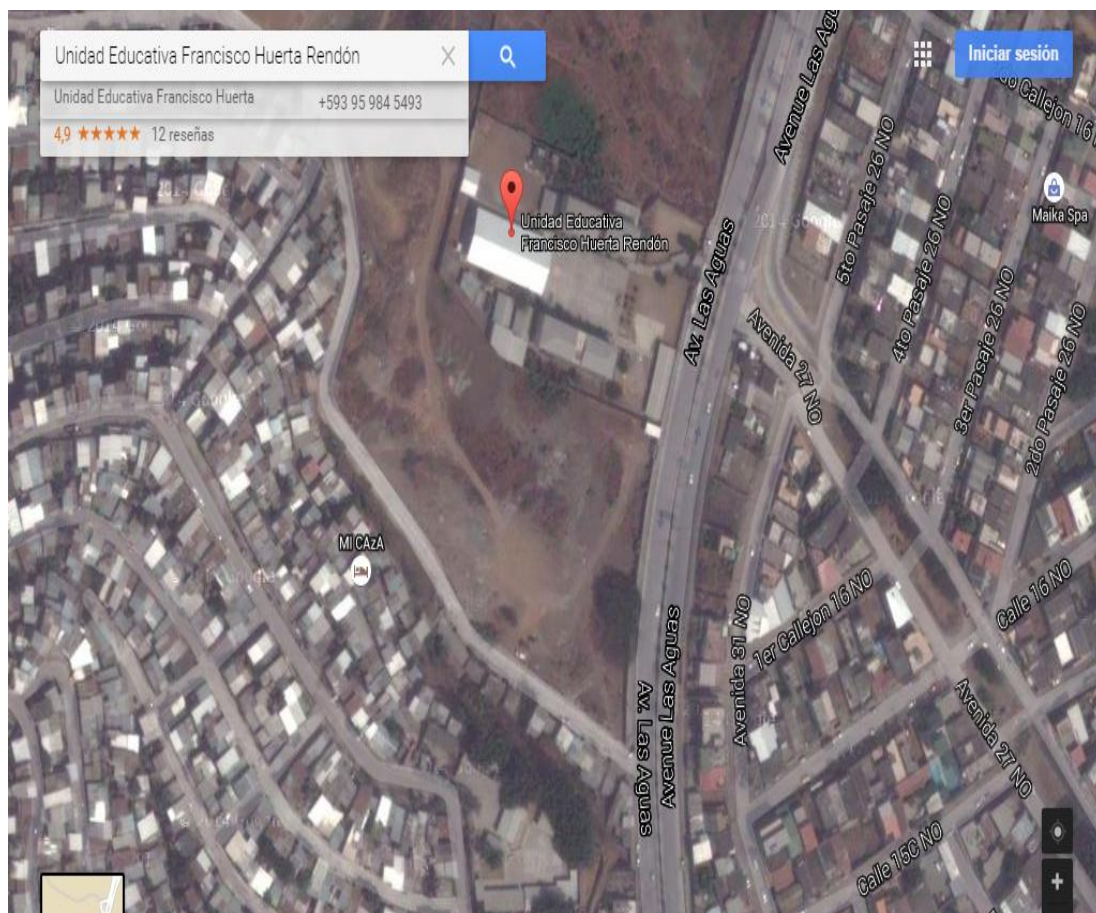
Source: Google Maps
Researchers: Gersson Jordán Torres – Sara Hernández Valverde

Graphic Nº 18

Francisco Huerta Rendon Map

Source: Google Maps
Researchers: Gersson Jordán Torres – Sara Hernández Valverde

Graphic Nº 19

Francisco Huerta Rendon Building

Source: Google Maps
Researchers: Gersson Jordán Torres – Sara Hernández Valverde

APPENDIX ONE

CERTIFICATES

APPENDIX TWO

URKUND SCREEN SHOT

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTIC
IN-PERSON HIGHER EDUCATION SYSTEM
            ACADEMIC CENTER: GUAYAQUIL
EDUCATIVE PROJECT

PRIOR TO THE ACCOMPLISHMENT OF THE TITLE OF
BACHELOR 'S DEGREE IN EDUCATION SCIENCES
MAJOR IN ENGLISH LANGUAGE

INFLUENCE OF THE INTONATION IN THE ORAL EXPRESSION
DESIGN OF A HANDBOOK FOR TRAINING THE INTONATION IN SHORT DIALOGUES.

AUTHORS
GERSSON OSWALDO JORDÁN TORRES
            SARA ÁNGELA HERNÁNDEZ VALVERDE

TUTOR

APPENDIX

THREE

PHOTOS

PROOFREADING THE ADVANCE

Title: Meeting with our tutor
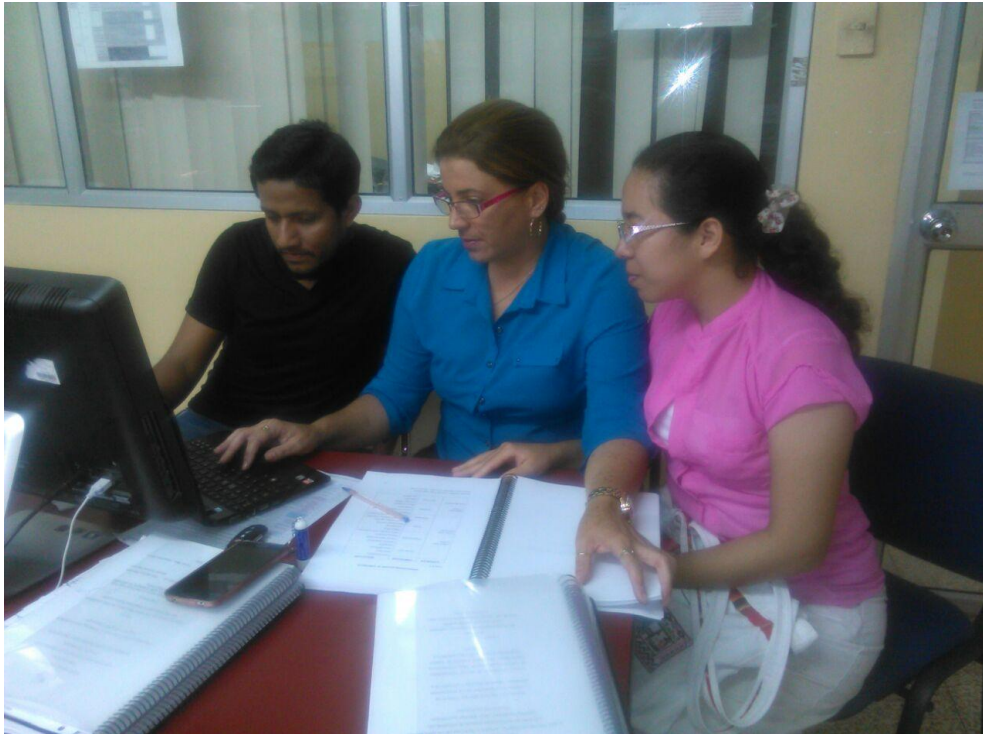
Source: Scientific Research's Department
Researchers: Gersson Jordán & Sara Hernández

OBSERVATION GUIDE

Title: The observation to the class

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordán & Sara Hernández

Title: The observation to the class

Source: Francisco Huerta Rendón High School
Researchers: Gersson Jordan & Sara Hernández

INTERVIEW ADDRESSED TO THE ENGLISH TEACHER

Title: Interview to the English teacher

Source: English teacher Margarita Robles Altamirano
Researchers: Gersson Jordan & Sara Hernández

SURVEY ADDRESSED TO THE LEARNERS

Title: Providing further information to achieve the survey

Source: Eighth Grade Learners
Researchers: Gersson Jordan & Sara Hernández

Title: Handing in the survey to the learners

Source: Eighth Grade Learners
Researchers: Gersson Jordan & Sara Hernández

ADMINISTRATION MEMBERS

Title: The main high school's secretary

 Source: secretary's office
Researchers: Gersson Jordan & Sara Hernández

HIGH SCHOOL BUILDING

Title: Main Classroom and Laboratory

Source: High School
Researchers: Gersson Jordan & Sara Hernández

Title: Principal and Secretary's offices

Source: High School
Researchers: Gersson Jordán & Sara Hernández

APPENDIX FOUR

RESEACH METHODS

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS

GUIA DE OBSERVACION

OBJETIVO: Este instrumento de investigación aporta con la información necesaria para tener una mejor perspectiva sobre el desarrollo de la clase y el tratamiento que se le da al a expresión oral dentro del salón de clases.

INSTITUCION: Francisco Huerta Rendón   **SOSTENIMIENTO:** FISCAL
CATEDRA: Ingles   **REGIMEN:** COSTA
HABILIDAD: Expresión Oral   **TIPO:** MIXTA
FECHA: **DIRECCCION:** AV LAS AGUAS
CURSO: 8vo básica   **HORA:**

Aspecto	Valoración				OBSERVACIÓN
	EX	MB	B	R	
DOCENTE					
Presenta el tema de la expresión oral					
Estimula la expresión oral en los estudiantes					
Formula las interrogantes con claridad y precisión					
Aplica la entonación al expresarse					
Se provee el tiempo necesario a la expresión oral					
ACTIVIDADES DEL DOCENTE					
Fomenta la participación del estudiante					
Emplea vocabulario fluido y claro					
Maneja dicción y coherencia					
Hace uso de debates y exposiciones					
CONTENIDO					
Contextualiza la lección a la realidad nacional					
METODOLOGIA					
Usa varias técnicas para fortalecer la expresión oral					
Trata y corrige la entonación empleada en clase					
ESTUDIANTE					
Desarrolla una correcta expresión oral					
Aplica la entonación al expresarse en clases					
Provee una correcta dicción y modulación de la voz					
Emplea una debida fluidez mientras habla					
Emplea los diferentes tipos de tono					
Pide información sobre la actividad					
Hay coherencia en sus ideas					
Provee un correcto ritmo al discurso					
Responde en forma precisa y clara					
Articula los diversos clases de acentos del Inglés					
Produce el acento en las oraciones					

UNIVERSIDAD DE GUAYAQUIL

**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**

ENTREVISTA DIRIGIDA AL DOCENTE

OBJETIVO: Esta entrevista tiene como propósito obtener el punto de vista del profesor encargado del departamento de inglés en relación al diseño de la clase para lograr el desarrollo de la expresión oral en la clase de inglés.

INSTRUCCIONES: Siéntase libre de contestar las siguientes interrogantes honestamente de acuerdo a su forma de pensar y en relación a su experiencia como docente.

1. ¿Cómo desarrolla su clase de inglés? Es decir la planificación….

2. Basado en el Marco Común Europeo ¿Cree usted que sus estudiantes puedan desarrollar los requerimientos establecidos en el nivel A-1?

3. ¿Cuándo sus estudiantes son llamados a contestar algunas preguntas ellos responden empleando una correcta fluidez y tono?

4. ¿Que usted piensa sobre el desarrollo de la expresión oral de sus alumnos?

5. ¿Usted emplea técnicas como el debate y exposiciones para lograr que sus alumnos sean más aptos en el lenguaje que imparte?

6. ¿Sus alumnos aplican una correcta entonación mientras desarrollan la expresión oral?

7. ¿Cómo usted maneja este inadecuado desarrollo de la expresión oral?

8. Para mejorar la expresión oral de sus estudiante y por lo tanto su entonación. ¿Le gustaría tener material adecuado para mejora el desarrollo de esta habilidad?

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS

ENCUESTA DIRIGIDA A LOS ESTUDIANTES

OBJETIVO: La siguiente encuesta tiene como finalidad obtener información relevante para confirmar las causas y efectos en el desarrollo de la entonación en la expresión oral del idioma Ingles encontrado en los estudiantes de esta institución educativa.

INSTRUCCIONES: sírvase a contestar los siguientes enunciados con franqueza y responsabilidad. Marque con una (x) en el casillero que usted estime correcto.

1. **Hay insuficiencia en la expresión oral del idioma inglés**.

Totalmente de acuerdo	De acuerdo	Indiferente	En desacuerdo	Total en desacuerdo
☐	☐	☐	☐	☐

2. **El estudio que se le da al desarrollo de la entonación en clases es**

Pésima	Mala	Regular	Buena	Excelente
☐	☐	☐	☐	☐

3. **Una buena comunicación necesita el desarrollo adecuado de la fluidez**.

Siempre	Casi siempre	Muchas veces	Muy pocas veces	Nunca
☐	☐	☐	☐	☐

4. **Al expresarse oralmente emplea una dicción:**

Pobre	Adecuada	Promedio	Buena	Excelente
☐	☐	☐	☐	☐

5. **Es importante tener una adecuada claridad en el idioma Inglés**

Muy importante	Importante	Moderadamente Imp.	Poco importante	No es importante
☐	☐	☐	☐	☐

6. Son correctos los recursos empleados para el desarrollo de vocabulario.

Totalmente adecuados   Adecuados   Inadecuados   En desuso   Obsoletos

☐   ☐   ☐   ☐   ☐

7. Emplea una buena modulación de la voz para lograr mejorar entonación.

Siempre   Casi siempre   Muchas veces   Muy pocas veces   Nunca

☐   ☐   ☐   ☐   ☐

8. Empleas un buen tono cuando expresas emociones en Ingles.

Siempre   Casi siempre   Muchas veces   Muy pocas veces   Nunca

☐   ☐   ☐   ☐   ☐

9. Una correcta entonación ayudará a mejorar la expresión oral.

Totalmente de acuerdo   De acuerdo   Indiferente   En desacuerdo   Total en desacuerdo

☐   ☐   ☐   ☐   ☐

10. Cuando entablas una conversación el mensaje tiene coherencia.

Siempre   Casi siempre   Muchas veces   Muy pocas veces   Nunca

☐   ☐   ☐   ☐   ☐

11. La expresión oral es una habilidad desarrollada en clases de forma.

Pésima   Mala   Regular   Buena   Excelente

☐   ☐   ☐   ☐   ☐

12. El desarrollo del ritmo es importante en el idioma Inglés.

Muy importante   Importante   Moderadamente Imp.   Poco importante   No es importante

☐   ☐   ☐   ☐   ☐

13. El manejo del acento en las oraciones mejorara la entonación del inglés.

Siempre   Casi siempre   Muchas veces   Muy pocas veces   Nunca

☐   ☐   ☐   ☐   ☐

14. Las técnicas desarrolladas para el uso de la expresión oral son

Totalmente adecuadas	Adecuadas	Inadecuadas	En desuso	Obsoletas
☐	☐	☐	☐	☐

15. Su desempeño al momento de llevar a cabo la expresión oral es:

Pobre	Adecuada	Promedio	Buena	Excelente
☐	☐	☐	☐	☐

16. La aplicación de los tipos de acentos mejoraría la entonación

Muy importante	Importante	Moderadamente Imp.	Poco importante	No es importante
☐	☐	☐	☐	☐

¡Gracias por su colaboración!

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGE AND LINGUISTICS

OBSERVATION GUIDE

AIM: This research's instrument supplies relevant data required to have a wide viewpoint over the development and therefore treatment that is provided to the oral expression in the classroom.

INSTITUTION: FRANCISCO HUERTA RENDÓN **MAINTENANCE:** FISCAL
SUBJECT: ENGLISH **SYSTEM:** COSTA
SKILL: SPEAKING **GENDER:** MIXT
DATE: **ADDRESS:** AV LAS AGUAS
COURSE: EIGHTH GRADE **CLASS SCHEDULE:**

ASPECTS	RATE				NOTE
	EX	MB	B	R	
TEACHER					
Introduce the oral expression's theme					
Foster the oral expression in their pupils					
Relay to the inquiries with clearness and accuracy					
Apply the intonation for conveying the message					
It is supply a proper time to develop the oral expression					
TEACHER'S ACTIVITIES					
Foster the pupils 'interaction into the class					
Employ a fluent and clear vocabulary					
Manage the diction and coherence whereas speaking					
Make use of expositions and debates					
CONTENTS					
Edit the message to bring into the national context					
METHODOLOGY					
Apply several methods for enhancing the oral expression					
Treat and proofread the intonation supplied into class					
LEARNER					
Perform a timely oral expression					
Apply the intonation while engaging a conversation					
Supply a suitable diction and voice modulation					
Employ a timely fluent whereas conveying a conversation					
Manage the different pitch level					
Request further information about how to complete the drill					
While speaking there is coherence into the message					
Provide a proper rhythm to the discourse					
Reply to the inquires in an accurate and noticeable way					
Utter the wide range of tonic stress into English language					
Apply the timely stress into sentences					

**FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGE AND LINGUISTICS**

INTERVIEW ADDRESSED TO THE TEACHER

> **AIM:** This interview has as purpose to obtain the teacher's point of view in charge of the English department in relation to the curriculum outline for accomplishing the development and treatment of the oral expression into the English class.

PROCEDURES: please! Feels free to answer to the following inquiries honestly in agreement to your way of reckon and based on your teaching experience.

1. How do you manage your English class? I mean the curriculum …

2. Based on the Common European Framework .Do you think your pupils can perform all the procedure pointed out in the level A-1?

3. When your pupils are requires to reply some inquiries. Do they answer with a right fluency and pitch?

4. What do you reckon about the development of your learners' oral expression?

5. Do you employ technique such as debate and exposition to achieve your learners become more proficient in the target language being taught?

6. Do they manage a proper intonation whereas they perform the oral expression?

7. How do you handle this unsuitable performance?

8. In order to enhance your learner oral expression and therefore intonation. Would you like to be supplied with a proper realia to overcome this troublesome matter?

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGE AND LINGUISTICS

SURVEY ADDRESSED TO THE LEARNERS

> **AIM:** the next survey has as purpose to gather important information related to the causes and aftermath over the development of the intonation by mean of the oral expression into the English language that was found in the learners of this high school.

PROCEDURES: please! Feels free to answer to the following statements honestly. Put a check ( ) to the answer that you consider the best one.

1. **There is an unsuitable treatment of the oral expression employee within the English class.**

   Strongly Agree · Agree · Undecided · Disagree · Strongly Disagree
   ☐ ☐ ☐ ☐ ☐

2. **The treatment and development of the intonation in class is:**

   Terrible · Poor · Acceptable · Good · Very Good
   ☐ ☐ ☐ ☐ ☐

3. **A suitable communication requires the proper performance of the fluency**

   Always · Often · Sometimes · Seldom · Never
   ☐ ☐ ☐ ☐ ☐

4. **When you engage a conversation, your diction employment is**

   Poor · Below Average · Average · Above Average · Excellent
   ☐ ☐ ☐ ☐ ☐

5. **Having a proper clearness is relevant to the English speech.**

   Very Important · Important · Moderate · Of Little Importance · Unimportant
   ☐ ☐ ☐ ☐ ☐

6. **The resources for enhancing the vocabulary are the appropriate.**

Strongly Acceptable	Suitable	Unsure	Unsuitable	Strongly Unacceptable
☐	☐	☐	☐	☐

7. **The use of voice modulation achieves the improvement of the intonation.**

Always	Often	Sometimes	Seldom	Never
☐	☐	☐	☐	☐

8. **The management of a proper intonation enhances the oral expression.**

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

9. **The rhythm treatment is important within the English language.**

Very Important	Important	Moderate	of Little Importance	Unimportant
☐	☐	☐	☐	☐

10. **When convey your emotions you supply a proper pitch**

Always	Often	Sometimes	Seldom	Never
☐	☐	☐	☐	☐

11. **Within the English language the oral expression is an ability that is develop**

Terrible	Poor	Acceptable	Good	Very Good
☐	☐	☐	☐	☐

12. **Whereas engaging into a conversation the message supplied is coherent**

Always	Often	Sometimes	Seldom	Never
☐	☐	☐	☐	☐

13. **The technique supplies to the performance of the oral expression are.**

Strongly Acceptable	Suitable	Unsure	Unsuitable	Strongly Unacceptable
☐	☐	☐	☐	☐

14. When it is speaking time , you development of the oral expression would be rate as

Poor	Below Average	Average	Above Average	Excellent
☐	☐	☐	☐	☐

15. The use of stress types would be important to enhance your intonation.

Very Important	Important	Moderate	Of Little Importance	Unimportant
☐	☐	☐	☐	☐

16. The management of stress sentences enhances the English intonation

Always	Often	Sometimes	Seldom	Never
☐	☐	☐	☐	☐

Thanks for your time!

DEVELOPMENT OF THE HANDBOOK

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION

SCHOOL OF LANGUAGE AND LINGUISTICS

HANDBOOK FOR TRAINING THE INTONATION IN SHORT DIALOGUES FOR LEVEL A-1

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Guayaquil, 2017

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UNIT 6

WORLDWIDE CITIZEN

PRESENTATION

In this changing world everything keeps on shifting and those changes can be rated from the big cities to the small ones, from human beings to tiny living things with which people share this planet Earth, all those procedures has been in constantly movements and therefore it cannot be halt.

In order to be part of this shifting civilization even the cave-dweller had to look for another pathways to accomplish adapt that environment and achieve satisfy their need for their families.

In this day this setting has not suffer any shift at all, people must be enough gifted with all the techniques to face each current challenge that comes to their live and therefore become a worldwide citizen.

Encompassing that idea, people nowadays must be able to manage several abilities in order to be fit in this demanding civilization. Bearing this in mind the educational institutions are the ones that should be called toward the fulfilment of that change due to it provides the new era of citizens to the society.

With that aim in mind, the first ability to be fostered within the four skills into the English language is the performance is the oral expression because it is the first principal to keep on living in society. Managing a timely oral expression and therefore its features shall provide a wide range of techniques to become part of this changing world.

Reckoning that Francisco Huerta Rendon is an institution that provide a huge number of high-school graduate that are incorporated to the society, it was chosen to carry out this research in which it is bolstered the intended idea of an untimely performance of this skill.

In view of this pressing need in mind and concerning about this unsuitable outcome the authors of this research had outlined and carry out the development of this handbook for enhancing the performance of the oral expression and its features which are so gist for being social in this demanding civilization.

Unit 1

Nice to meet you!

Stress types

Unit One

1 STRESS TYPES

      Whereas people are request to engage into a conversation their speech perform a nature rhythm and therefore intonation but sometimes this same speech can develop a wide range of intonation while conveying their ideas towards others human being.

1.1 EMPHATIC STRESS

This sort of stress is furnished as long as people have need of standing out any part of the speech from its nature utterance. It implies this kind of stress can be shifted from its normal position toward other words that people want to stress or point out, those words can be adjectives such as (harsh, funny) or intensifier (awfully, successfully) within the same statement.

For instance

      That is a funny **joy**. ------ Average assurance

      That is a **funny** joy. ------- Highlighting how funny the joy is

LET'S TRAIN

DRILL 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1) Do you infer which words are adjectives and intensifiers?

> Hard   Expensive   Awesome   Beautiful
>
> Unusually   Extremely   Really   Very

WHILE

2) Read the dialogue and identify the words in pre stage then circle them.

Andrew: Hello! Steph how are you?
Stephany: Fine... Andrew
Andrew: What an awesome bike!!
Stephany: Yeah... it is really beautiful, it is not?
Andrew: Sure!! It must be extremely expensive
Stephany: Not at all, in fact, my Dad told me he got in a hard bargain last Saturday.
Andrew: He must be very good at looking for close-out goods.
Stephany: No...He is not ... Indeed he said that He was wandering by unusual streets then he found the closing sale shop.
Andrew: Wow… we can say it was a lucky day.
Stephany: Yeah for sure. Would you like to tag along with me for a while?
Andrew: sure … that would be great. Let's go.

POST

3) Be ready to act out the dialogue and remember to supply the emphatic stress over the words that you circled in while stage.

4) Ask the learners to make a similar dialogue following the same patter but including their own topics, adjectives and intensifiers.

LET'S TRAIN

<div align="center">

DRILL 2

</div>

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1) Classify the words into the proper columns

Extremely   Stressed   A little   Tired   Very
Fairly   Quite   Funny   Calm   Absolutely
Amazing   Strongly   Happy   Interesting   Noisy
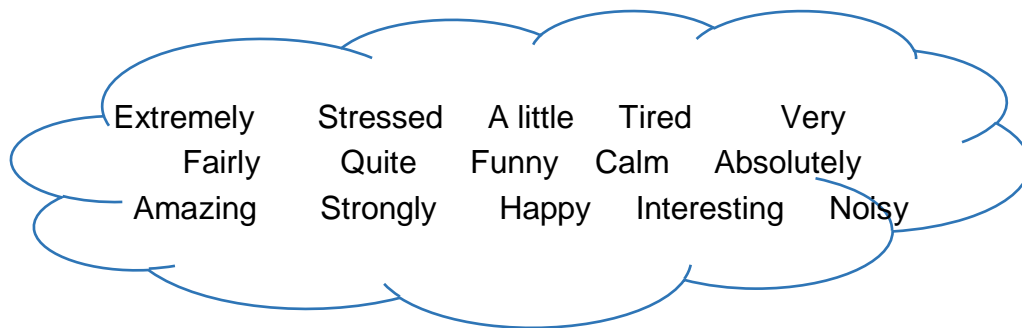
Intensifiers	**adjectives**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WHILE

2) Read the dialogue and map out the adjectives and intensifiers that you find then underline them

Natasha: Phil… You look extremely tired today… what's up**?**
Phil: Yeahh I'm a little stressed about the mathematics test**.**
Natasha: Math test? It sounds very funny
Phil: Are you nuts? That subject is not fairly interesting at all
Natasha: It must be because your classmate makes a mess so the
                class turns rather noisy
Phil: But I'm quite calm during the whole class
Natasha: Well as you notice it is not working… but do not worry about
                it I will help you
Phil: That sound absolutely amazing Natasha I will appreciate it
Natasha: You are welcome Phil otherwise I'm so glad to lend a hand to
                my best friend.
Phil: I'm strongly happy as a lark because the mathematic champ
                and best friend is by my side… I am sure I will pass the test.

POST

3) Work in pairs and perform the dialogue in front of the class. Be sure to make more prominence the words that you have underlined before**.**

4) Foster your students to go after the same directions in which they can use the words in pre stage to fulfil the dialogue.

1.2 CONSTRASTIVE STRESS

This is other relevant stress type within the development of the English language and it is performed to highlighting or settle some comparison between one thing and another one. This stress is most common employed with determiners like the, an, my, you, this, that, what, which, whose and so on.

For instance

> **Which** one do you prefer **this** or **that** one?

> As a matter of fact, I really like **that** dress, I mean it is very becoming
> on me!

LET'S TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

 PRE

1) Identify which part of the speech those words in bold are?

> A) **My** friend is very talkative all the time.
> B) John said **the** computer was broken down.
> C) **Which** one would you like to take?
> D) **Those** jeans are dirty.

WHILE

2) Read the dialogue carefully and underline the determiners that you find in it

Charlotte: Mom! Mom! ... Can I ask you something?
Mom: Sure sweetheart tell me… what is going on?
Charlotte: As you know Prom is coming and I do not have anything to wear!!!
Mom: Are you sure? What about that red dress in your closet?
Charlotte: Which one mom? That is Anne's dress... I am pretty sure my sister won't let me borrow it.
Anne: Don't you dare take my dress!!! That is my favorite!!
Charlotte: Please Anne… help me out!!!!
Anne: Ok... Ok... You've twisted my arm... Which one do you prefer? This red one or that one?
Charlotte: As a matter of fact, I really like that dress…I mean it is very becoming on me.
Anne: Don't pretend to be a wise girl... But it is ok you can count on this.

POST

3) Enact the scene of the prior conversation bearing in mind to provide the emphatic stress on the word that you underlined in the while drill.

4) Work in pairs and draft your own conversation base on the intended directions from the previous dialogue.

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1) What do these words from the box are?

My- What - You - This - That – The-These –Which –Your -Where

WHILE

2) Read the dialogue and map out the adjectives and intensifiers that you find then underline them

WHERE ARE MY GLASSES?

Stephen: Mom... Have you seen my glasses?

Allie: Sorry…What did you say?? Your sunglasses or glasses?

Stephen: My glasses Mom!! … I cannot find them.

Allie: I saw these glasses on the coffee table

Stephen: Mom. Those are not my glasses!!! Those are Jeanine's glasses

Allie: OK.Which one are your glasses? The red ones or the black ones?

Stephen: My glasses are the black ones Mom!!!

Allie: Have you checked in your bedroom?

Stephen: Mom .I've been looking for my glasses everywhere in this house

Allie: What was the last thing you did before lost your glasses?

Stephen: I just picked up the phone then I put my glasses on my hea…

Allie: Yeahh that is exactly where your glasses are!!

POST

3) Work in pairs and portray the dialogue in front of the class remember to make the underlined words more noticeable than the rest of them.

4) Draw the same directions to make your own role play including your information

1.3 NEW INFORMATION STRESS

This third stress types is also important into the English speech development. This stress is applied when people are requested to reply to some inquires. Most of the time those replies will be uttered more prominent that the intended information provide before.

For instance:

Caroline: What is your name?
Steve: My name is **STEVE**
Caroline: Where are you from Steve?
Steve: I come from **the west coast in Seattle.**

LET'S TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

 PRE

 1) Reply to the next inquiries by adding just a word

a) What is your name? My name is _____
b) How are you doing? I'm doing really _____
c) Where had you been? I had been in _____

WHILE

2) Read the conversation aloud and then stand out the new information by drawing a line where this kind of stress will be.

What's your name?

Cloe:	Hi, Hannah… How are you doing?
Hannah:	I'm doing really well thanks. Where had you been Cloe?
Cloe:	Well I had been in England for two weeks
Hannah:	England!! …awesome what did you do there?
Cloe:	I went to visit my uncle and all the family there ….by the way let me introduce my cousin
Hannah:	Hi!! What is your name?
Mason:	Hello... My name is Mason and you??
Hannah:	Well my name is Hannah.
Mason:	Hannah what a pretty name …
Hannah:	Thanks …. You are so sweet….
Mason:	You are welcome! By the way nice to meet you
Hannah:	Nice to meet you too and welcome to Seattle... You will love it
Mason:	As a matter of fact, I am right now**.**
Cloe:	Well…I don't wanna butt in. So I gotta go
Hannah:	Do not say that Cloe!!
Mason:	Yeahh, besides, you know you are my favorite cousin.

Nice to meet you, too.

My name is _____.

POST

3) Be ready to perform the dialogue to the classmate. Do not forget to highlight the new information where you drew a line

4) Ask your learners to create a brand new dialogue but including their own information and characters and carry out to the rest of the class.

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1) Answers to the learners: what the words in bold in the speech are?
    Student 2: Where are you from Genesis?
    Genesis: I'm from **Ecuador a small country in South America**

WHILE

2) Read the conversation aloud and then stand out the new information by drawing a circle around them.

Mrs. Darren: Hi class… today let's say hello to your new classmate…
Student 1:   What is your name?
Genesis: My name is Genesis
Student 2:   Where are you from Genesis?
Genesis: I'm form Ecuador a small country in South America
Student 3:   When is your birthday?
Genesis: My birthday is on April 6th
Student 4: How old are you?
Genesis: I'm thirteen years old
Mrs. Darren: Ok guys at the end of the class you can ask her more questions...Now let us start the class.

POST

3) Play the dialogue in front of the class and make more prominence the new information that you found in the prior dialogue.

4)   Follow the same patter to create a new dialogue, include the topic, the setting and characters

Unit 2

Dawning to the new knowledge!

Stress in sentences

Unit two

2. STRESS IN SENTENCES

When we convey our thought and ideas in our everyday life. We sometimes tend to utter several words more prominence rather than others within the same speech. Those shift in the utterance are due to the stress in sentences and therefore this sort of stress can be slip into two ranks that will be developed into content words and function words

2.1 CONTENT WORDS
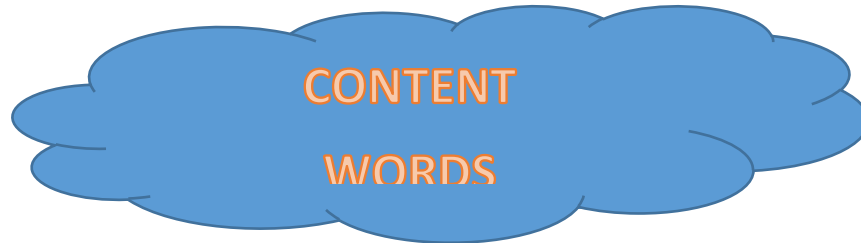
CONTENT

WORDS

These words are called content word due to we can draft the meaning in our mind and therefore they carry the information load in it so that they can be uttered more prominence than others within the speech.

Contents words can be slipped into a wide range of words such as: nouns (computer, book), verbs (look, buy), adjectives (big, pretty), adverbs (slowly, softly), negative (never, not no) demonstrative pronouns (this, that, these, those) and questions words (what, where, when, how, why).

For instance

Mrs. Thomas' **house** is **one** of the **biggest** in our **neighborhood.**

What did you **say** about my **trouble?**

My **sister carefully does** his **homework** at **home.**

Those are my **shoes** the **one** next to the **door.**

LET'S TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it.

STAGES:

PRE

1) Can you infer what the words in bold are?

Karen: Sorry **guys** I don't **wanna bother** you, but **we** are **late** for **dinner**.
David: Yeah **sure**!! So can we **see** us **tomorrow downtown**?

WHILE

2) Read the conversation and then circle the content word that you find.

Karen: Vicky where had you been? I've been looking for you the whole week

Vicky: Well I've just been kind of busy these days. You know the school stuffs

Karen: Ohm let me introduce a friend of mine

David: Hi… I'm David

Vicky: Hi I'm Vicky… Nice to meet you

David: Nice to meet you too

Vicky: Why I haven't seen you before??

David: Because I'm just visiting my cousin here. I live in Seattle

Karen: Sorry guys I don't wanna bother you, but we are late for dinner.

David: Yeah sure!! So can we see us tomorrow downtown?

Vicky: Of course, see you there David.

SEATTLE

POST

3) Choose a partner and be ready to act out the dialogue, remember to make more noticeable the content words in it.

4) Work in pairs and draw a dialogue be sure to introduce your own information and supply a proper utterance to the content word in it

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance

STAGES:

PRE

1) What do part of the speech the word in bold are?

> **Eric:** Because **I got tickets** for the **movie theater** for" **Spiderman 4"**
> **Tylor:** **Awesome** I would **like** to **go besides,** I haven't seen **that film**

WHILE

2) Read the conversation and underline the content word that you find

> **Eric:** Tylor what are you doing this afternoon?
> **Tylor:** As a matter of fact, nothing at all, why??
> **Eric:** Because I got tickets for the movie theater for" Spiderman 4"
> **Tylor:** Awesome I would like to go besides, I haven't seen that film
> **Eric:** Well… You had missed some great movies otherwise; my friend has been telling me the film employed 3D technology.
> **Tylor:** Incredible I cannot wait to see that movie
> **Eric:** Rest assure. It doesn't fall short of what you've been expected So I would be right if will drop by your house at seven o'clock
> **Tylor:** Yeahh sure that time will be perfect.
> **Eric:** So I will be there on time

POST

3) Enact the scene of the prior conversation bearing in mind to utter more prominence the content words that you underlined in the while drill.

4) Work in pairs to make a dialogue following the same patters. You must remember to stand out the content words that you find.
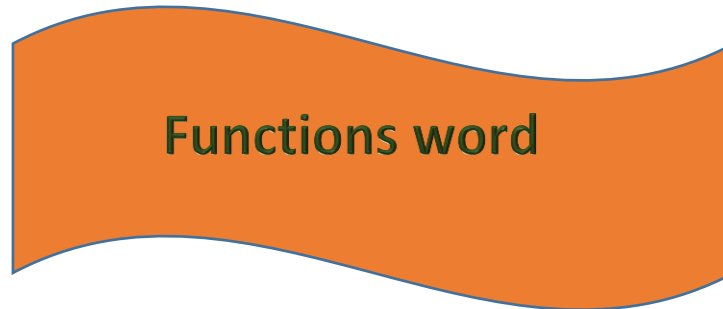
Unit 3

Being worldwide

Stress in sentences

Unit three

3. 1 FUNCTION WORDS

Functions word

      This kind of words are called functions words because when they are uttered the mind do not provide any graphic representation but the phonemes in which the word is made up and therefore they do not supply any informational load just grammatical sense to the statement so that this sort of words require the aid of other part of the speech to accomplish coherence.

Functions words can be rated into a wide range of words such as:

Auxiliary verbs (do, did, has, will, be, has been, can), prepositions (at, in, over, on,), conjunctions (since, and, for, until, but, if), articles (the, an, a), pronouns (I, you, him, us, ours, she), verbs endings (ing-ed) all those words will be uttered with any prominence at all, it implies they must be pronounce with a weak form.

For instance

   I have seen the fantastic four movies **for** three times.

   My mother **wil**l **be** work**ing unti**l seven thirty **a**t night.

   Genesis **did** not develop **a** good performance **in** art class.

   Mike **and** Karen **are** friends **since** they first met **up at** school

LET'S TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1) Can you infer what that words in bold are?

> **Abby:** **I did** not understand what **they** say **besides, they** speak **too** fast
> **Haley:** Most **of our** friends **have said the** same **about the** drill

WHILE

2) Read the dialogue and circle the function words that you find in it.

> **Abby:** Hi!! Haley did you bring the English drill that the teacher send?
> **Haley:** Which one??...The one related to the translation??
> **Abby:** Yes that one…It was so difficult for me!!
> **Haley:** Rest assure I bring it…I found no issues whereas developing it
> **Abby:** I did not understand what they say besides, they speak too fast
> **Haley:** Most of our friends have said the same about the drill
> **Abby:** I just took note of some isolate words and phrases
> **Haley:** Really?? I can help you if you want
> **Abby:** Awesome, but we must hurry up before the teacher comes
> **Haley:** Ok let's start the first one. This is so easy.
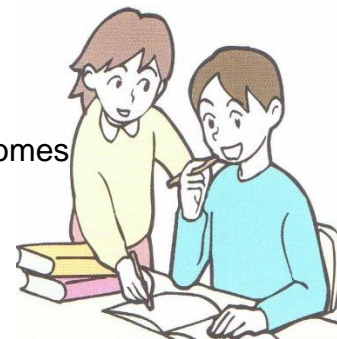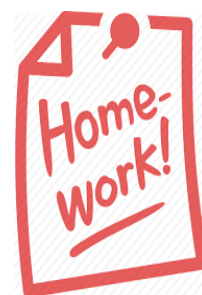
POST

3) Be ready to act out the whole dialogue with a partner do not forget to supply the proper utterance to the function words that you found.

4) Work in pairs to draw a similar dialogue including your own information and characters do not forget to employ the function words on it.

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1) Can you infer what does words in bold are?

Mike: Awesome **by the** way I have something **to** say…Happy birthday!!
Evelin: Thanks Mike… **You do** not forget this date…Thanks **so** much

WHILE

2) Read the dialogue and underline the function words that you find in it.

Mike: Is she Evelin??.... Yes she is … Hi Evelin...How are you?
Evelin: Mike… what a wonderful surprise!! I'm fine thanks
Mike: Awesome by the way I have something to say…Happy birthday!!
Evelin: Thanks Mike… You do not forget this date…Thanks so much
Mike: Do not worry...I will not …What are you doing this weekend?
Evelin: Well I got nothing at all for this weekend …why do you ask??
Mike: Well I got a couple of tickets for the movie so, I wonder if you like to go with me?
Evelin: Really, that sound amazing for me, thanks so much
Mike: You are welcome honey....You will love this movie day
So I will drop by your home at seven o' clock
Evelin: Awesome!! That hour will be perfect…

POST

3) Portray the prior scene in front of the class and supply a proper utterance to the function words in it.

4) Work in pairs to draft a dialogue then enact to the class make sure to employ the function words within your speech.

Unit 4

Keep your chin up!

Falling Intonation

Unit four

4. 1 FALLING INTONATION

The falling intonation is brought out when the voice goes down at the end of the sentences. This kind of intonation is used on the last stressed syllable such as: declarative statements, wh-questions, imperative statements, exclamatory statements, and tag questions. Examples:

4.1.1 Declarative sentences

These types of statements convey information, fall and ending with a period and Examples:

- My **parents bought** a beautiful **car** in Canada.

- He lives in a **house** in a small village.

- Carmen is 8 feet tall.

4.1.2 Wh- questions

These types of questions are used to ask different sort of information. Examples:

What is her name?

Where does your brother work?

Why do you sleep late?

4.1.3 Imperative statements

They are commands and these sentences have an exclamation mark at the end (!).

- Sit down at the table.

- Stop working.

- Turn on the lights.

4.1.4 Exclamatory Statements

When someone wants to emphasize something.

- How exciting this is!

- How lovely you are!

- I love you!

LETS TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1. Can you infer what kind of statements is?

Zharick: How long does it take by taxi?

WHILE

2. Read the dialogue and underline the different statements that you find in it.

Abdul: Hi!! Zharick. How are you feeling today?

Zharick: It is fine.

Abdul: Good. Zharick, you are going to be warm enough with that sweater. It might be cold on the boat.

Zharick: I will be ok. Do not worry Abdul!

Abdul: Ok. So, it is better if we get a taxi.

Zharick: How long does it take by taxi to go to the bay?

Abdul: Just 13 minutes. I think.

Zharick: And how long is the boat trip?

Abdul: I am not sure. I think it is thirty minutes. Why?

Zharick: Well, I have to be back here by 1:00. I am expecting an important phone call.

Abdul: Not from Peter, I hope?

Zharick: Well, actually… No, of course not!

Abdul: Ok. Let's go.

POST

3. Be ready to act out the whole dialogue with a partner do not forget to supply the proper intonation.

4. Work in pairs to draw a similar dialogue including your own information and characters do not forget to employ the statements on it.

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it. Some activities require the teacher's aid to bring about a proper drill performance.

STAGES:

PRE

1. Answers to the learners what the statements in bold in the speech are

Naomi: **How did you come?**
Caroline: **We come by train.**

WHILE

2. Read the conversation and underline the different kind of statements with different colors.

Caroline: Hello, Naomi? This is Caroline Morgan.
Naomi: Hello, Caroline what are you doing in Washington?
Caroline: It is our spring vacation now. I am here with the senior class.
Naomi: How did you come, by bus?
Caroline: No, We came by train. There are forty of us and two teachers in the class.
Naomi: How long have you been here?
Caroline: Three days. I wanted to call you, but we were very, very busy
Naomi: What have you done? Where have you been?
Caroline: We have seen the Washington Monument, the famous cherry trees, and some embassies of other countries. I love them!
Naomi: It sounds wonderful! I can't hope to be there too!

POST

3. Play the dialogue in front of the class and make more prominence the new statements that you found.

4. Follow the same patter to create a new dialogue, include the topic, the setting and characters.

Unit 5

Keep your chin up!

Rising Intonation

Unit five

5. 1 RISING INTONATION

This kind of intonation is inferred to be uttered with a rising intonation when people are request to respond a "yes-no" question and the addresser is pretty sure that the addressee knows the answer.

- Can you speak French?

- Are you kidding?

- Did you make a cake?

- Would you like coffee?

- Are we going to walk to the park?

- Is she in the cinema?

- Should we go?

- Do you like the science fiction movie?

- Could you live somewhere else – but in Asia?

LET'S TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it.

STAGES:

PRE

   1) Can you infer what the statement in bold is?

Sarah: Could you prepare my bill so I can pay this evening?

WHILE

   2) Read the conversation and then underline the rising intonation that you find in the statement.

Carlos: Good afternoon. How can I help you?

Sarah: Hi. I am living tomorrow evening. Could you prepare my bill so I can pay this evening?

Carlos: Yes, of course.

Sarah: And could you order me a taxi please?

Carlos: For what time?

Sarah: Well, my flight is at 8:10, so I have to be at the airport at 7:00.

Carlos: Then you will need a taxi at 6:30 o clock. I will order one for you.

Sarah: Thanks. Oh, and has there been a phone call for me?

Carlos: Yes. There is a message for you miss. Can you call this number in Paris?

Sarah: Right. Thank you very much!

Carlos: You're welcome miss.

 POST

   3) Choose a partner and be ready to act out the dialogue, remember to make more noticeable the statements that have rising intonation in it.

   4) Work in pairs and draw a dialogue be sure to introduce your own information and supply a proper utterance to the statements in it

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it.

STAGES:
PRE

1) Can you infer what the statement in bold is?

Alex: I'm gonna to the Sweet & Coffee. **Would you like to go with me?**

WHILE
2) Read the conversation and then underline the rising intonation that you find in the statement.

Alex: Hello my sister. What are you doing?
Mary: Hi bro! Very good thanks.
Alex: This morning I'm gonna to the Sweet & Coffee.
            Would you like to go with me?
Mary: Really? Are you kidding?
Alex: Ok… you wouldn't like. I go.
Mary: No, no, no I mean Of course my handsome brother! Give me

            five   minutes, please.
Waitress: Good morning Sir and Miss. What would you like to order?
Mary: Mmm… I'd like a cappuccino with an apple pie portion.
Waitress: Miss, would you like the cappuccino with cream?
Mary: No thanks that's all.
Waitress: And you sir? Today we have a surprise plate, and I sure you'll
            enjoy it. And it is not expensive, we will come back your money if
            you don't like. Would you like it?
Alex: Mmm… ok I'll take it.

POST

3) Choose a partner and be ready to act out the dialogue, remember to make more noticeable the statements that have rising intonation in it.

4) Work in pairs and draw a dialogue be sure to introduce your own information and supply a proper utterance to the statements in it.

Unit 6

Worldwide citizen

Rising-Falling Intonation

Unit six

6. 1 RISING-FALLING INTONATION

In this type of utterance people manage to perform both rising and falling intonation into the same sentence, it implies people's utterance shall rise then fall within the end of the same statement. Questions are often tagged at the end of a declarative statement.

6.1.1 The tag questions

Consist of a main or auxiliary verb followed by a subject pronoun or there.

Examples:

- Karla plays the guitar, doesn't she?

- They have forgotten the coffee, haven't they?

- There were many customers, weren't there?

And the tag questions are often added at the end of imperatives statements.
Examples:

- Leave your coat in the bedroom, will you?

- Don't open your notebooks, will you?

- Send an email soon, won't you?

- Let's take the next train, shall we?

LET'S TRAIN

Drill 1

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it.

STAGES:

PRE

1) Can you infer what statement in bold is?

Cesia: Yes mom! **Ah, my father is here, isn't he?**

WHILE

2) Read the conversation and then underline the rising-falling intonation that you find in each statement.

Cesia: Hi mom. What are you doing?

Mom: Hi darling. I am preparing the dinner, your favorite plate!

Cesia: Mmm…yummy!! What was that sound?

Mom: I think, Elias plays the guitar, doesn't he?

Cesia: I am going to see him.

Mom: Ok. But Cesia don't forget close the door, won't you?

Cesia: Yes mom! Ah mom… my father is here, isn't he?

Mom: He comes back later, don't worry my love.

Cesia: Ok… Elias! You know to sing a song, don't you?

Elias: Yes, of course! Let's listen the song, shall you?

POST

3) Choose a partner and be ready to act out the dialogue, remember to make more noticeable the statements that have rising-falling intonation in it.

4) Work in pairs and draw a dialogue be sure to introduce your own information and supply a proper utterance to the statements in it.

LET'S TRAIN

Drill 2

In order to achieve a suitable performance of this drill. It is suggested to going after the next procedures to accomplish a timely development of it
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STAGES:

PRE

1) Can you infer what statement in bold is?

Naomi: Mmm… so did you buy the ticket, didn't you?

WHILE

2) Read the conversation and then underline the rising-falling intonation that you find in each statement.

Naomi: Hello my love! We're going to the cinema tonight, aren't we?
Jonathan: Yes of course my sweetie.
Naomi: Mmm… so did you buy the tickets, didn't you?
Jonathan: Yes my love. Don't worries be happy!
Naomi: Ok! But I see only two tickets to go there. I told you I invited my sister with her husband, didn't you? So there will must be four!
Jonathan: I listened that you will invite your family but I never listened that I have to buy four tickets! I am sorry but I don't have much money.
Naomi: But I saw money on the table yesterday. There was money on it, wasn't there?
Jonathan: That money was for paying the house, wasn't it? So we go today or not! That's all.
Naomi: That fine! I will call to my sister to say her that there aren't tickets.
Ana: Hello. Naomi, aren't you?
Naomi: Yeah, I have a bad new, my husband didn't buy the tickets.
 Ana: Really? It doesn't matter. We have them.
Naomi: Good! We see you later! Kisses!

POST

3) Choose a partner and be ready to act out it. Remember to make more noticeable the statements that have rising-falling intonation in it.

4) Work in pairs and draw a dialogue be sure to introduce your own information and supply a proper utterance to the statements in it.