



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA
SISTEMA PRESENCIAL**

**PROYECTO EDUCATIVO
PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIATURA EN
CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA**

**TOPIC:
USE OF INTONATION PATTERNS TO IMPROVE
THE SPOKEN DISCOURSE**

**PROPOSAL:
DESIGN OF A BOOKLET WITH AUDIOLINGUAL EXERCISES USING
INTONATION PATTERNS**

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USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE DESIGN OF A
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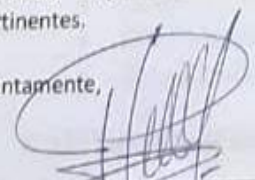
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ANEXO 12


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DEDICATION

This project is dedicated to my Eternal God, Yahweh Jehovah of the Army. [9] As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts. [10] As the rain and the snow come down from heaven, and do not return to it without watering the earth and making it bud and flourish so that it yields seed for the sower and bread for the eater. [11] So is my word that goes out from my mouth: It will not return to me empty but will accomplish what I desire and achieve the purpose for which I sent it (Isaias 55:9-11). To my pastors Job Carranza and his wife Isabel Cabanilla de Carranza who encouraged me to carry out this project to get my degree in education.

Morante Moreira Katherine Cecibel

DEDICATION

I would like to dedicate this project to my whole family. A special feeling of gratitude towards my beloved parents, Simón Sánchez and María Recillo, whose words of encouragement and thrust resonate in my ears. To my husband Erik Pincay who has always been my side. I also dedicate this work to my children Ashley, Erick, and Hanna. They have been the reason why I continue fighting to achieve my goals.

Sánchez Recillo Wendy Lissette

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Morante Moreira Katherine Cecibel

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Sanchez Recillo Wendy Lissette

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UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA

Topic: Use of intonation patterns to improve the spoken discourse
Proposal: Design of a booklet with audiolingual exercises using
Intonation patterns
Authors: Morante Moreira Katherine Cecibel
Sanchez Recillo Wendy Lissette
Tutor: MSc. Juan Pablo Espinoza

Abstract

Intonation allows reflecting differences in the meaning, intentions, and emotions of the speaker. It also allows transmitting feelings and reactions through variations in the tone of voice. Within this context, this research, which was carried out at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado in 2019, aimed to analyze bibliographic material related to the different intonation patterns and spoken discourse in order to define the variables of the study and design of a booklet with audiolingual exercises using intonation patterns. The design of this research was mixed. The types of research used were Basic, non-experimental, descriptive, and bibliographic. Three methods contributed to this study: Observation, documentary analysis, and systematic search. The techniques to collect information were observation, a survey, and a questionnaire. Data were analyzed quantitatively and qualitatively. This research process allowed to design an educational proposal that included theoretical and practical aspects of intonation so that students could practice them and produce them with the teacher or autonomously. It is recommended to explore the benefits of intonation from other perspectives, such as its impact on the meaning or attitude of the speaker.

Keywords: Intonation, spoken discourse, phonology,
english teaching



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA

Tema: Uso de patrones de entonación para mejorar el discurso hablado
Propuesta: Diseño de un folleto con ejercicios audios linguales utilizando patrones de entonación.
Autores: Morante Moreira Katherine Cecibel
Sánchez Recillo Wendy Lissette
Tutor: MSc. Juan Pablo Espinoza

Resumen

La entonación permite reflejar diferencias en el significado, las intenciones y las emociones del hablante. También permite transmitir sentimientos y reacciones por medio de variaciones en el tono de voz. Dentro de este contexto, esta investigación la cual se desarrolló en la Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado en el 2019 tuvo como objetivo analizar material bibliográfico relacionado con los diferentes patrones de entonación y el discurso hablado con el fin de definir las variables del estudio y diseñar un folleto con ejercicios audio linguales relacionados con la temática del estudio. El diseño de esta investigación fue mixto. Los tipos de investigación utilizado fueron: Básica, no experimental, descriptiva, y bibliográfica. Tres métodos contribuyeron a este estudio: Observación, análisis documental, y búsqueda sistemática. Las técnicas para recolectar fueron: observación, encuesta, cuestionario. Los datos se analizaron en forma cuantitativa y cualitativa. Este proceso investigativo permitió diseñar una propuesta educativa que incluyó aspectos teóricos y prácticos de la entonación con el fin de que los estudiantes pudieran practicarlos y producirlos con el docente o en forma autónoma. Se recomienda explorar los beneficios de la entonación desde otras perspectivas, como por ejemplo su incidencia en el significado o en la actitud del hablante.

Palabras claves: Entonación, discurso hablado, fonología, enseñanza de Inglés

INTRODUCTION

This project was written as a final project to obtain a bachelor's degree in education, within the field of English and Linguistic. This work was carried out at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado in 2019. It aimed at analyzing bibliographic material related to the different intonation patterns and spoken discourse to define the variables of the study, independent and dependent and design a booklet with audio lingual exercises related to the study. The design of this research was mixed. The types of research used were: Basic, non-experimental, descriptive, and bibliographic. Three methods contributed to this study: Observation, documentary analysis, and systematic search. The techniques to collect data were observation, survey, and a questionnaire. Data were analyzed quantitatively and qualitatively. This research process allowed us to design an educational proposal that included theoretical and practical aspects of intonation so that students could practice them and produce them with the teacher or autonomously. The proposal was developed based on the needs that were identified at the beginning of the study and included dialogues, songs and real communicative situations at the level A1 so that students can practice intonation in context. Multiple recommendations were addressed, such as continuing to explore bibliographic material related to different intonation patterns and spoken discourse to develop proposals for students of other linguistic levels; and explore the benefits of intonation from other perspectives, such as its impact on meaning or attitude. This project is divided into four chapters which are described below:

CHAPTER I. THE RESEARCH PROBLEM

Context of the research, Conflict - situation, Scientific fact, Causes of the problem, Formulation of the Problem, Objectives of the investigation, Research questions, and Justification.

CHAPTER II. THEORETICAL FRAMEWORK

Background of the investigation, Defining intonation, Pitch, Tone, Functions of Intonation, Attitudinal, Grammatical, Types of Intonation, Rising Intonation, Falling Intonation, Non-final intonation, Wavering Intonation, Importance of Intonation, Meaning, Attitude, Communication, Resources for Teaching Intonation, Videos, Tutorials, Dialogues, Songs, Activities for Teaching Intonation, Stress Shifting, Dramatization, Improvisation, Defining Spoken Discourse, Discourse Context, Frozen pairs, Free pairs, Elements of the Spoken Discourse, Connecting elements, Pragmatic Elements, Oral Discourse Markers, Well, So, Anyway, You know, Classification of discursive Markers, Information structuring, Connectors, Reformulators, Operators, Conversational markers, Characteristics of Spoken Discourse

Positive Characteristics, Negative Characteristics, Types of Spoken Discourses, Telephone Calls, Service Encounters, Interviews, Classroom Talks, Monologues, Casual Conversations, Contextual framework, Legal framework.

CHAPTER III. ANALYSIS AND INTERPRETATION OF RESULTS

Methodological design of the research, Type of research, Operationalization matrix of the variables, Population, and sample, Scientific methods, Research techniques, and instruments, Analysis and interpretation of results, Conclusions.

CHAPTER IV. DEVELOPMENT OF THE RESEARCH PROPOSAL

Justification, General and specific objectives, Description of the proposal, Proposal included in the chapter, Conclusions and Recommendations, References, Appendixes.

CHAPTER I

THE PROBLEM

CONTEXT OF THE RESEARCH

This investigation was carried out at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea located in Miraflores, Guayaquil. This institution belongs to the Zone 8, Educational District 6 and it is identified in the Ministry of Education with the code 09H00783. It has approximately 2118 students. One thousand one hundred eighty-eight students attend classes in the morning whereas 932 attend sessions in the afternoon. Besides, there are 157 students divided into four eighth grade courses in the morning while in the afternoon there are only 93 students divided into three eighth grade courses. The principal of this secondary institution is Master Susana Guaraca. The educational institution follows the Costa school regime. The modality is face-to-face with morning and afternoon schedules.

The institution offers Higher Basic General Education (EGB), Unified General Baccalaureate (BGU), and International Baccalaureate. Higher Basic General Education corresponds to 8, 9 and 10 grade and is offered to students between 12 and 14 years old. At this stage, students acquire a set of skills and responsibilities from three fundamental values that are part of the profile of the Ecuadorian bachelor: justice, innovation, and solidarity. The national curriculum at this level is organized by areas of knowledge and students should develop learning in the following areas: Language and Literature, Mathematics, Natural Sciences, Social Sciences, Foreign Language, Physical Education, and Cultural and Artistic Education.

The Unified General Baccalaureate consists of the first, second and third year; It aims to prepare students for life and participation in a democratic society, for the world of work or entrepreneurship, and to continue with their university studies. The national curriculum is also organized by areas of knowledge and students must develop learning in these areas: Language and Literature, Mathematics, Natural Sciences,

Social Sciences, Foreign Language, Physical Education, and Cultural and Artistic Education.

The International Baccalaureate is a program offered by Ecuadorian institutions which were authorized by the International Baccalaureate Organization (IBO), based in Geneva and with legal status since 1968. This program is aimed at students between 16 and 19 years of age and prepares young people to live in the globalized and interconnected world. The curricular contents of the IB are accepted internationally, promoting authorized schools to develop critical and logical sense in the students with international standards.

CONFLICT - SITUATION

Human beings not only communicate through what they say but also through how they say it. That is, a person can vary the tone of the voice or add some expressive nuance to modify or clarify the message in the context of a conversation. The intonation can vary depending on the place and in the oral discourse it helps to reveal the communicative intention of the speaker. In addition, it makes the communication richer and more effective.

However, the teaching of intonation in public schools in Ecuador does not receive the necessary attention, not only from teachers but also because the didactic approach they use, ignores its importance for effective communication. This issue was evidenced through information collected in the eighth-grade section B, at the beginning of the study from three different perspectives.

First, direct observation allowed identifying that during the English class the different intonation patterns were not introduced explicitly or implicitly. In addition, because there were 40 students in the course, no attention was paid to the way they speak, and no help was offered when pronunciation problems appeared. There was no evidence of additional linguistic audio materials, other than what exists in the official English book,

as well. It was also observed that no technological resources supported the practice of intonation.

Second, data from the survey allowed discovering that students did not know what intonation was and its importance in spoken speech. There was insecurity when communicating their ideas orally or when interacting with other classmates because some sentences were difficult to pronounce. However, the students stated that they would like to perform oral exercises to improve their pronunciation, learn more about the intonation of the English language and use additional resources to improve the way of speaking in English.

Third, data from the questionnaire administered to the English teacher allowed to confirm that pronunciation teaching was not a priority in class because students are still at a basic level. Grammar and vocabulary teaching were prioritized. In addition, due to the high number of students per course, it was difficult to pay attention to the way they speak and help them with a pronunciation problem. Also, there was a favorable attitude towards the use of additional linguistic audio resources to practice intonation and the use of additional material to teach the different intonation patterns

In conclusion, it was evident that the teaching of intonation was not an important element in English class due in part to the fact that the linguistic level of the students was still very basic, and more emphasis was placed on the teaching of grammar and vocabulary. However, students and teachers showed a favorable attitude towards the use of exercises and additional material to improve intonation.

SCIENTIFIC FACT

Unawareness of the intonation patterns and their impact on the improvement of the spoken discourse of the students of eighth grade, section B at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea, school year 2019-2020.

CAUSES OF THE PROBLEM

- The intonation of the English language was not an important element during the teaching of the contents
- The linguistic level of students was not appropriate for teaching intonation patterns
- The use of additional audio linguistic audio material for intonation practice was not considered a priority

FORMULATION OF THE PROBLEM

How would the use of intonation patterns affect the spoken discourse of the students of eight grade, section B at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea, school year 2019-2020?

OBJECTIVES OF THE INVESTIGATION

GENERAL OBJECTIVE

To analyze bibliographic material related to the different intonation patterns and the spoken discourse in academic journals and digital repositories of information through a systematic search and the method of documentary analysis in order to define the variables of the study and design a booklet with audio-lingual exercises.

SPECIFIC OBJECTIVES

- To carry out a systematic search in academic journals and digital repositories of information on the different intonation patterns and spoken discourse.
- To systematize the information in order to define the study variables related to intonation patterns and spoken discourse.
- To propose a booklet with audio-lingual exercises related to intonation patterns for the improvement of spoken discourse to be used by students autonomously.

RESEARCH QUESTIONS

- What is intonation?
- Why is intonation important?
- How many intonation patterns exist in the English language?
- How should intonation be taught to beginner students?
- What is spoken discourse?
- How could the spoken discourse of beginner students be improved?
- What kind of audio-lingual exercises would be effective for practicing intonation in beginner students?

JUSTIFICATION

In the communicative context, giving the appropriate intonation to sentences, catches the attention of the audience and improves understanding. Therefore, this research focused primarily on systematizing the information found in scientific bases in order to define the variables of the study related to intonation patterns and spoken discourse and explore the scope of previously conducted research.

Second, the teaching of intonation and its different patterns did not play a leading role when working with beginning students due mainly to the lack of appropriate material to address this phonological aspect from the beginning. As a result of this research, a booklet with audio lingual exercises was proposed according to the level of the students so that they would practice these phonological aspects autonomously.

Third, it was necessary to explore how intonation should be taught to beginning students and the type of lingual audio exercises that would be effective for practicing intonation in this context in order to improve the spoken discourse since this process would improve the communicative act and make the learning of English more dynamic and meaningful for them.

Fourth, this educational proposal provided new resources for the practice of the English language for teachers. This pedagogical tool would

update their teaching procedures and would become a fundamental part of the school curriculum.

This whole process of improving the English language teaching was also framed with objective 2.5 of the National Development Plan 2017-2021, which guarantees the preservation of traditional languages, multilingualism and the maintenance of educational intercultural systems and knowledge of diversity.

CHAPTER II

THE THEORETICAL FRAMEWORK

RESEARCH BACKGROUND

There are few studies that have addressed the teaching of intonation in public schools in Guayaquil-Ecuador, at level A1.

In 2017, the authors Lucas Angulo María Goretti and Silva Alcívar Luis Orlando carried out an educational project whose title was INCIDENCE OF THE USE OF INTONATION IN THE DEVELOPMENT OF THE ENGLISH ORAL PRODUCTION. This work was developed with the students of Bachillerato at Colegio Dr. Francisco Huerta Rendón. The authors identified an incorrect use of intonation in the English language. One of the causes was lack of appropriate material related to intonation.

In the same year 2017, other authors Gersson Oswaldo Jordán Torres and Sara Ángela Hernández Valverde addressed the topic INFLUENCE OF THE INTONATION IN THE ORAL EXPRESSION. This project was developed with eighth year students of basic general education at Colegio Dr. Francisco Huerta Rendón. This work prompted to consider oral expression as the primary ability to develop by the human being and as such should be given the leading place in the acquisition of any language.

In 2019, the author Parrales Moreno Heidy Valeria, addressed the topic INFLUENCE OF THE LINGUISTIC STRESS, INTONATION AND RHYTHM IN THE DEVELOPMENT OF THE PRONUNCIATION. This project was developed with tenth grade students from Unidad Educativa La Consolata. The study aimed to investigate the effect of teaching structures in terms of oral skills to improve the functional use of speech. Participants were subject to an evaluation that consisted of helping to improve speech skills.

DEFINING INTONATION

The term intonation is used in the study of suprasegmental phonology, referring to the distinctive use of tone or melody patterns. (Crystal, 2008). Intonation brings melody to all languages and is an important component of speech and communication. In spoken English, it conveys meanings in different ways (Bazarbayeva, Zhalalova, Ormakhanova, Ospangaziyeva, & Karbozova, 2016). It is also the rise and fall of the voice while speaking (Asadu, Okoro, & Kadiri, 2019). Intonation is made up of pitch and tone (Michaud & Vaissière, 2015).

PITCH. Within the context of speech, it is the high or low frequency of a tone that can be perceived by the ears which depends on the amount of vibrations produced by the vocal cords (Bradford, 2005). The purpose of using different tone height patterns and modifying them when speaking is to convey specific meanings, ideas, messages, mood, feelings and emotions (Zulfugarova, 2018). The intonation has four levels of relative pitch: Low (1) medium (2), high (3), extra high (4).

TONE. It is a variation in the quality of the voice when speaking. It is used to differentiate a word from another word (Hamza & Naji, 2018). Tone also refers to significant contrasts between words indicated by differences in tone (Michaud & Vaissière, 2015). Different tones can indicate different meanings for the same sentence (Peng, 2016).

FUNCTIONS OF INTONATION

Intonation allows reflecting differences in the meaning, intentions, and emotions of the speaker. It also allows transmitting feelings and reactions through variations in the tone of voice. Understanding their types and functions is useful to comprehend what native speakers say (Korolenko, 2016). Its most important function is to point out the grammatical structure, where it plays a role similar to punctuation in writing, but that implies many

more contrasts. The second function is to express personal attitude, sarcasm, anger, and others. All this can be indicated by contrasts in tone, along with other prosodic and paralinguistic features (Crystal, 2008).

THE ATTITUDINAL FUNCTION OF INTONATION. The attitudinal function of intonation allows deepening the expression of the attitudes and emotions of the speaker (Hamza & Naji, 2018).

THE GRAMMATICAL FUNCTION OF INTONATION. The grammatical function allows identifying the grammatical structures of speech. Through this intonation, the beginning of grammatical units can be distinguished between different types of clauses, simple and compound sentences, questions and to clarify grammatically ambiguous structures (Franecki, 2010).

TYPES OF INTONATION

Intonation, in oral discourse, helps to reveal the communicative intention of the speaker and to communicate in a richer and more effective way. That is why it is important to know all its types. Four intonation patterns can be distinguished: Rising, Falling, Non-final, and Wavering (Franecki, 2010).

RISING INTONATION. In this type of intonation, the tone of the voice rises at the end of a statement. It is very frequent in questions that have a yes or no answer (Franecki, 2010). Examples, are you a doctor? Is he a teacher?

FALLING INTONATION. In this type of intonation, the tone of the voice is lowered at the end of a sentence. It is also found at the end of an interrogative questions that begin with the words: what, who, which, when, where, why or how (Zulfugarova, 2018). Examples, where are you? What is that?

NON-FINAL INTONATION. Non-final intonation is used with unfinished thoughts, introductory phrases, series of words, and to express choices (Scott, 2014). Examples: I bought the newspaper, but I did not read it. As far as I'm concerned, your performance was excellent. I like football, basketball, and tennis. Is her name Katherine or Wendy?

WAVERING INTONATION. This type of intonation is used to express specific emotions or attitudes within a word, such as surprise, anger, sarcasm, hesitation, fear, or amazement (Aguanno, 2012). Examples: You did? (Curious) You did? (Very surprised). You did? (Angry)

IMPORTANCE OF INTONATION

Intonation conveys a variety of information that includes grammatical structures, information, function, and attitude. In addition, it regulates speech and determines the turns in conversation and social interaction (Nolan and cited by Rajabi, Gowhary, & Azizifar, 2015).

THE IMPORTANCE OF INTONATION FOR MEANING. Using a different tone in a specific context can convey different information, feelings, and attitudes. Intonation in English shows the relationship of the words within and between sentences and expresses the feelings of the speaker as it provides information beyond the basic meaning of the words (Prieto, 2015).

THE IMPORTANCE OF INTONATION FOR ATTITUDE. Intonation can express the attitude of the speaker. By modifying the tone, a speaker can express their feelings and attitudes such as happiness, gratitude, anger or boredom. In general, high intonation units sound livelier and more interesting than low ones. Falling intonation is most often associated with integrity and definition. Rising intonation reflects questions, uncertainty or incomplete ideas. The intonation of rising and falling expresses feelings, hesitation, contrast, reserve or doubt (Peng, 2016).

THE IMPORTANCE OF INTONATION FOR DIFFERENT COMMUNICATIVE PURPOSES. Intonation can be affected by emotions, regional accent, or by the way someone speaks every day (Rajabi, Gowhary, & Azizifar, 2015). Acute tones are often associated with emotional moods and serious tones with depressive situations. The ascending tone is used to arouse the interest of the interlocutor. The descending tone indicates the end of the affirmative statement.

RESOURCES FOR TEACHING INTONATION

The resources that can contribute to the development of intonation are those that serve to listen and practice orally. In this case, videos, dialogues, and songs will be described in detail.

VIDEOS AND TUTORIALS. They are effective resources to teach intonation. Underhill (2019) suggests obtaining information about the phonological table, exploring aspects of pronunciation and looking for videos that explain the type, function, and examples of intonation in the English class.

DIALOGUES. The teaching of intonation with dialogues is effective so that the speaker loses the fear when speaking because, through the stories, anecdotes or the exchange of ideas with other people the confidence develops and the acquired vocabulary can be put into practice (Bradford, 2005).

SONGS. They can complement the instruction of pronunciation. Students of all ages have a great interest in music. Songs are a resource to improve the production of the suprasegmental aspects of speech. According to Villalobos (2008), music can be very useful as an understandable entry because it allows to better understand the language, acquire new rules, and motivate learning and practice rhythm and intonation.

ACTIVITIES FOR TEACHING INTONATION

Repetition and controlled practice can help students develop speech and articulation to make the speech clear. However, these activities can cause boredom for students who are learning a new language. Activities that involve communication provide a dynamic format in which the intonation practice can be introduced and reinforced. Below are some of these activities.

STRESS SHIFTING. It is possible to change the meaning of a sentence by emphasizing a specific word. Stress shifting is a simple activity to present this concept in class. Sentences are introduced and the word to be emphasized is highlighted. Then the students read the sentences. Finally, it is discussed how changing the intonation modifies the meaning of the sentences (Mojsin, 2009). Examples: Are you **OK**? Are **YOU** ok? **ARE** you ok?

DRAMATIZATION. The ability to communicate and be understood is the most important part of learning a new language. Dramas with scripts or improvised are resources that serve to practice intonation, convey emotions and energize the class. To perform this activity, two groups of students must be selected. The first group should ask questions to others by applying falling intonation. The second group must respond with anger. The first group must ask again the cause of their anger with rising intonation (Wilson, 2013).

IMPROVISATION. Among native speakers, improvisation has been used for a long time with the purpose of developing clear pronunciation and good speaking habits (Carkin, 2004). Improvisation encourages students to mobilize their vocabulary, respond to grammatical and syntactic cues, and develop cultural and social awareness and gain confidence and fluency when speaking (Berlinger, 2000).

DEFINING SPOKEN DISCOURSE

Spoken speech is a permanent and specific perception of a speaker's communication attempts. The speech implies face-to-face interaction between two or more people who share a common space and time for communication to take place. Since they share cultural and personal experiences, these speakers are likely to minimize verbal manifestations and replace them with nonverbal cues (Cornish, 2006). Spoken discourse is made up of text, speech, and context.

TEXT: It is the connected sequence of verbal and nonverbal signs in terms of which the discourse is constructed by the participants in the act of communication (Cornish, 2006).

DISCOURSE: It is the hierarchically structured and situated sequence of indexed, propositional, and enunciated acts to achieve some communicative objective (Cornish, 2006).

CONTEXT. It is subject to a continuous process of construction and revision as the discourse develops. It is through the invocation of a relevant context that the recipient means the text and speech (Cornish, 2006).

Knowing also other properties of spoken speech, such as frozen pairs and free pairs, allows to recognize patterns and assess whether the communication is obtaining the desired results (Hoey, 1991).

FROZEN PAIRS. These are phrases used in common conversational conversations. Usually, students can use them as part of their interactions because they can be used as packages and should not be searched for specific occasions. For example, phrases like "good morning", "sorry", "okay" can be used as reactions or conversation initiators, in other words, at the beginning and end of dialogues (Hoey, 1991).

FREE PAIRS. They contain at least one statement that is original or unique. While frozen pairs can be learned, free pairs are more spontaneous depending on the specific occasion or topic of the exchange (Hoey, 1991).

ELEMENTS OF THE SPOKEN DISCOURSE

Language is not only a means to communicate information, but also to establish and maintain relationships with other people. People use language for their own purposes, to manipulate or influence or define the situation and to convey nuances of meaning and personal intention. The elements of spoken discourse are useful in the development of these purposes (Doley, 2019). These elements allow interaction between people to facilitate the understanding of the message and help identify the beginning of an idea, establish a comparison, or if the subject is being changed. These elements are classified into two groups: Connecting elements and pragmatic elements (Chubarova & Rezepova, 2016).

CONNECTING ELEMENTS. They are those that provide linear connections in speech. For example: "First," "let's start with." Topic changer: "Let's go to," "anyway." The temporal elements contain ordinal numbers and contrast indicators such as "first, second, first, eventually, on the other hand" (Chubarova & Rezepova, 2016).

PRAGMATIC ELEMENTS. They are those that create a collaborative environment between the sender and the receiver. For example: Attitudinal elements: I believe, I am sure. Elaborate elements: in other words; in particular. Emphatic elements: It's interesting, I think it's wonderful. Appealing elements: You know, let's move on; let's see (Chubarova & Rezepova, 2016).

ORAL DISCOURSE MARKERS

A speech marker is a word or phrase that plays a key role in the management of the flow and structure of speech. Discourse markers are relatively independent of the syntax and do not change the conditional truth meaning of the sentence (Boston, 2002). These filler words are interactive and cognitive interaction has to do with courtesy (Chapeton, 2009). For example, if someone is invited to a party and says only "no" without any of these markers, they will probably think that this person is rude. On the other hand, if someone says: "I'm sorry, I would like to, but I can't go. I have some errands to run" that person would sound much more courteous (Aşık & Cephe, 2013). Some examples of speech markers include the words "Well," "So," "Anyway," and "You know." (Boston, 2002).

WELL. This speech marker is used to indicate the resumption of a speech or to introduce an observation. For example: Well, as I was telling you; Well, I think the color of that wall should be changed (Boston, 2002).

SO. This word connects two clauses to form a single sentence. Usually to indicate the consequence of something. For example, my tooth started to ache, so I went to the dentist (Boston, 2002).

ANYWAY. In a conversation, this word is used to change the subject, return to a previous topic or reach the most interesting point. For example, I wasn't invited to the party, anyway, I didn't want to go (Boston, 2002).

YOU KNOW. It is said that the basic function of the expression "you know" in conversational discourse is that of a pragmatic particle used when the speaker wants the recipient to accept as mutual knowledge, or at least cooperate, to accept the propositional content of his statement. The phrase "you know" is sometimes used even when the recipient does not know what is being talked about and works to achieve a relationship of camaraderie

between the speaker and the listener. This phrase is most often used by women in a spontaneous conversation (Boston, 2002).

CLASSIFICATION OF DISCURSIVE MARKERS

Martin and Portolés (1999) propose a classification based on information structuring, connectors, reformulators, operators, and conversational markers.

INFORMATION STRUCTURING. They are the elements that allow organizing the information within the text. For example: First, second, third.

CONNECTORS They are the elements that link a speech with a previous one or with a contextual assumption. For example: First; on one hand; on the one hand.

REFORMULATORS They are the specialized elements in introducing a new formulation of what has been stated in the previous speech. For example, that is; that is to say; this is.

OPERATORS They are the elements that connect two units and that condition the discursive possibilities of the segment in which they are included. For example: Actually; in fact.

CONVERSATIONAL MARKERS They are the elements of the conversational language. For example: Sure; of course; apparently.

CHARACTERISTICS OF SPOKEN DISCOURSE

The foundations of an effective style of spoken discourse respond to parameters such as clarity of ideas, simplicity of language, brevity to express the essentials, expressive aesthetic beauty, and the impact or ability to be remembered. It is also necessary to consider fluency,

naturalness and spontaneity, coherence, and conservation of the thematic thread when speaking. In addition, if the message appeals to express a feeling, the speech will have an expressive function. If we seek to get the attention of the listener, it will be attractive (Cameron, 2001). Speech can also have positive or negative characteristics. The speaker can implement affective characteristics that involve the recipient in the conversation.

POSITIVE CHARACTERISTICS. A speech is positive when the meaning is supported by nonverbal communication and other factors such as rhythm and intonation. The person who speaks must apply these traits so that communication becomes more pleasant for the person who listens. Other characteristics to consider are objectivity, specialization, accuracy, and verifiability of the message. This means that each type of speech has its own characteristics that make it different from the others (Biber & Gray, 2013)

NEGATIVE CHARACTERISTICS. Some of the most common negative characteristics of spoken discourse are that it is often diffuse, poorly organized, difficult to maintain, and if they are long, they become unstable and unproductive. They are also often misunderstood, especially when the information is not complete or lacks essential elements such as context. Because the spoken speech requires great attention and receptivity from the audience, the sender must be close to the receiver to establish direct communication and thus be able to transmit ideas or knowledge (Juneja, 2015).

TYPES OF SPOKEN DISCOURSES

There are four different types of spoken speeches: argument, description, presentation, and narration. In the argument, the speaker intends to persuade the audience using logical thinking and evidence. In the description, the speaker helps the audience by providing visual resources.

In the presentation, the speaker provides information to the audience using neutral language. In the narrative, the speaker uses an emotional and empathetic engagement to tell a story (Elson, 2012). Other types of oral discourses are telephone call, service encounters, interviews, classroom talks, monologues and casual conversations.

TELEPHONE CALLS. They are a fundamental tool for business. These conversations have the following characteristics: a person answers the call and asks if they can help. The caller makes the request. The information is delivered to the caller. The caller must leave a message in case the requested person is not at this time. The caller leaves a message and could ask other questions and then the phone call ends (Beare, 2019).

SERVICE ENCOUNTERS. Service meetings are defined as the daily social practice of the client-provider in which they exchange information and services. These types of encounters are hold in websites, small stores, supermarkets, coffee shops, non-profit organizations, or other type of companies. In these contexts, transactional and non-transactional conversation, the nature of the environment, gender, and the role of the participants should be considered (Yang, 2017).

INTERVIEWS. An interview is a formal meeting between the interviewer and the interviewee in which the evaluator obtains information about the applicant. Job interviews help verify the information provided by the candidate and confirm what the candidate has written on the resume and what other possible additional skills they have (Reddy, 2020).

CLASSROOM TALKS. It is defined as the moment in which during classes students interact with teachers, when they answer and ask questions, and participate in group discussions. Teachers play an important role as active participants in the conversation in the classroom when they

give instructions, ask and answer questions and explain the class. Students' participation ensures the improvement of the target language in the classroom (Bosire, 2015).

MONOLOGUES. A monologue is a verbal presentation given by a single person who reports on a collection of ideas, usually on one or more topics. It is also defined as the speech of a single character in which he presents his words or thoughts (Nordquist, 2018).

CASUAL CONVERSATIONS. Casual conversation is seen as an exchange of meanings and is highly recognized for its privileged role in the construction of social identities and interpersonal relationships. When people make interactions, they negotiate meanings about the way they think about what is happening in the world, the way they feel about it and the way they feel about people (Hapsari, 2011).

EPISTEMOLOGICAL FOUNDATION

Epistemology is the branch of philosophy that deals with knowledge, with cognition (Balboni, 2006). When epistemology joins education, it contributes to the analysis, critically and reflectively, of the entire educational process, from the advances to the obstacles present in that process, and also tries to improve these advances (Barber, 2003). An educator or teacher educator deals primarily with at least two epistemologies or sources of knowledge.

First, a "knowledge received", related to instruction in language learning theories and language education; second, an "experiential knowledge", which encompasses the component of practical knowledge that includes, on the one hand, the practical teaching experience of the trainers and, on the other, the previous experiential knowledge or conceptual schemes of the students. Teachers in training, through their long periods of prior learning, acquire and accumulate their own experiences on

the epistemology of teaching practice, many of which can be used in the training process.

PEDAGOGICAL FOUNDATION

This project was based on the theory of meaningful learning (Ausubel, 1963). Meaningful learning occurs when new information is related to an existing concept. So, the new idea can be learned if the previous idea has been clearly understood. That is, this theory proposes that the new knowledge be based on the previous knowledge that the individual has, whether they have acquired it in everyday situations, study texts or other sources of learning. By relating both knowledge (the previous one and the one acquired) a connection will be formed that will be the new learning (Barriga & Roja, 2002).

To facilitate this type of learning teachers must take into account some steps, such as: Dealing with the qualities of the content to be taught rather than the amount of content, identifying the previous knowledge that the student must have to acquire the new ones that are intended teach, ensuring that the teaching is carried out as a transfer of knowledge and not an imposition and teach the student to put into practice what they have learned to assimilate knowledge (Barriga & Roja, 2002).

LINGUISTIC FOUNDATION

Linguistics deals with the nature of language and communication. It also deals with both the study of particular languages and the search for general properties common to all languages or large groups of languages (Halliday, 2006). Within this context, this project was based on the phonological branch. Phonology is the study of sound patterns in a language. It is also the study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning. Phonology can be related to many linguistic

disciplines, including psycholinguistics, cognitive science, sociolinguistics and language acquisition (Lacy, 2007).

LEGAL FRAMEWORK

According to the National Development Plan 2017 - 2021 A Lifetime, Axis 1: Rights for all throughout life, Objective 1: “A dignified life must be guaranteed with equal opportunities for all people.”

In the case of education, alternative modalities of instruction that highlight the importance of professionalization of citizenship must be implemented, for which it is a priority to strengthen technical and technological education. In addition, it states that the academic offer must have productive relevance and link with the working world.

However, there are few studies that have explored intonation teaching to transform spoken sentences, especially in eighth grade students, section B of the Dr. Teodoro Alvarado Olea Mixed Fiscal Education Unit. Therefore, this project will contribute to literature in the field, encourage discussion, and generate other research proposals.

In addition, the general principle that should govern all educational institutions is that everyone learns together by omitting their individual difficulties and differences and focusing their attention on strengths. Therefore, institutions must adapt to the different learning rhythms of students and ensure quality education.

Within this context, this project is also framed within the Objective 4 of Sustainable Development (SDG) or Global Objectives adopted by the member countries of the United Nations Organization, which involves “offering quality education”. This quality education would be fulfilled when the intonation is taught its function of contributing to reveal the communicative intention of the speaker: ask, express surprise, irony, seek confirmation of the listener through rhetorical questions, ask.

Finally, this project is also framed within the lines of research of the Faculty of Philosophy, Letters, and Educational Sciences, Integral and

Inclusive Pedagogical Models, and within the lines of research of the Career of Languages, Integrative Educational Strategies and Inclusive, which would also contribute to the accreditation of these institutions.

CONTEXTUAL FRAMEWORK

This research was carried out at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea located in Miraflores Citadel, Calle Octava # 409 and Las Brisas. This institution belongs to Zone 8; Educational District 6 and is identified in the Ministry of Education with the code 09H00783, province of Guayas, Canton Guayaquil, Parish of Tarqui. The school is in a middle-class sector. However, most students attending this campus are lower-middle class who come from Mapasingue, Cooperativa Juan Montalvo, and Ciudadela La Florida. The institution receives little help from the Ministry of Education due to its location. The campus is also surrounded by the salty estuary which causes moisture problems and damage to the walls of the paint.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

RESEARCH METHODOLOGICAL DESIGN

The methodological design is a clear and concise description of each stage of the research. Therefore, the design of this work will be mixed: Quantitative and Qualitative

QUANTITATIVE RESEARCH. Quantitative research involves the use of computer tools, statistics, and mathematics to obtain results in order to quantify the problem and understand how widespread it is by finding projected results to a larger population (Apuke, 2017).

QUALITATIVE RESEARCH. Qualitative research depends on the collection of verbal information, behavioral data or observations that can be interpreted subjectively. It is often used to explore the causes of potential problems that may exist (Jackson, Drummond, & Camara, 2007).

TYPE OF RESEARCH

For the development of this work, the following types of research were used: Basic research, non-experimental research, descriptive research, and bibliographical research.

BASIC RESEARCH. Basic or pure research has the purpose of obtaining and gathering information to create knowledge that is added to the existing previous information. Basic or fundamental research seeks to contribute to an increasingly advanced society that responds better to the challenges of humanity. This type of research does not seek the practical application of their discoveries, but rather the increase of knowledge to answer questions or so that this knowledge can be applied in other researches (Walliman, 2011).

NON-EXPERIMENTAL RESEARCH. This research is done without manipulating variables. It is based fundamentally on the observation of phenomena as they occur in their natural context to analyze them later. In this type of research, there are no conditions or stimuli to which the study subjects are exposed. Subjects are only observed in their natural environment (Cook & Cook, 2008).

DESCRIPTIVE RESEARCH. It is a type of research that describes the situation or case by collecting, analyzing and presenting the collected data. The objective of descriptive research is to get to know the prevailing situations, customs and attitudes through the exact description of activities, objects, processes and people in order to extract significant generalizations that contribute to knowledge in a particular area (Nassaji, 2015).

BIBLIOGRAPHICAL RESEARCH. It consists of the review of existing bibliographic material regarding the subject to be studied. It is considered an essential step because it includes a set of phases that include observation, inquiry, interpretation, reflection, and analysis to obtain the necessary bases for the development of any study (Gómez-Luna, Fernando-Navas, Aponte-Mayor, & Betancourt-Buitrago, 2014).

MATRIX FOR THE OPERATIONALIZATION OF THE VARIABLES

The operationalization of variables is a methodological process that consists of deductively decomposing the variables that make up the research problem, starting from the most general to the most specific (Tariq, 2015). The table below shows the operationalization of the independent and dependent variables:

Table No. 1 Operationalization of the Variables

	Variables	Dimensions	Indicators
Independent Variable	Intonation	Defining intonation	Pitch
			Tone
		Functions of Intonation	Attitudinal
			Grammatical
		Types of Intonation	Rising Intonation
			Falling Intonation
			Non-final intonation
			Wavering Intonation
		Importance of Intonation	Meaning
			Attitude
			Communication
		Resources for Teaching Intonation	Videos
			Tutorials
			Dialogues
			Songs
Dependent Variable	Spoken Discourse	Defining Spoken Discourse	Stress Shifting
			Dramatization
			Improvisation
			Text
			Discourse
		Elements of the Spoken Discourse	Context
			Frozen pairs
			Free pairs
			Connecting elements
			Pragmatic Elements
		Oral Discourse Markers	Well
			So
			Anyway
			You know
		Classification of discursive Markers	Information structuring
			Connectors
			Reformulators
			Operators
			Conversational markers
		Characteristics of Spoken Discourse	Positive Characteristics
			Negative Characteristics
		Types of Spoken Discourses	Telephone Call
			Service Encounters
			Interviews
			Classroom Talks
			Monologues
			Casual Conversations

Elaborated by Katherine Cecibel Morante Moreira and Wendy Lissette Sanchez Recillo

POPULATION

A population under investigation is known as a well-defined collection of individuals that have similar characteristics. All people or objects within a given population usually have a characteristic or feature in common (Taherdoost, 2016). The population at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea consisted of approximately 2311 students and 105 teachers from different areas and subjects. One thousand one hundred eighty-six students attend classes in the morning. There are 4 eighth courses as well. In the afternoon, only 932 students attend classes. There are only three eighth courses in this schedule.

SAMPLE

The selected sample consisted of a group of 40 students, 18 men, and 22 women, who were in eighth grade, section B, at Unidad Educativa Fiscal Teodoro Alvarado Olea. The average age of this group was 12 years. The selection criterion was non probabilistic (convenience). This sampling technique was used due to the availability of the participants who were part of this study. This group was administered a survey with 10 questions. An English teacher was also selected under the same criteria to answer a questionnaire with seven questions.

SCIENTIFIC METHODS

In this investigation, three methods were used: Observation method, documentary analysis method, and systematic review method.

OBSERVATION METHOD. Scientific observation describes and explains behavior, events and situations perfectly identified or located in a theoretical context. The observation as a method, consists of the use of the senses, to obtain in a conscious and directed way, data that provide elements to the investigation (Ciesielska, Boström, & Öhlander, 2018). In

this investigation, the following sequence of activities was carried out to obtain data related to the problem:

- a. Definition of the target behavior
- b. Choice of the measurement method
- c. Identification of the background
- d. Preparation of the registration form
- e. Registration Period
- f. Selection of the participants
- g. Analysis and interpretation of data
- h. Communication of the results

DOCUMENTARY ANALYSIS METHOD. It is a set of operations aimed at representing a document and its content differently from its original form, to enable its subsequent recovery and identification. It is also an intellectual operation that gives rise to a secondary document as a result of a process of interpretation, synthesis, and analysis of the information in the documents (Bowen, 2009). The documentary analysis included:

- a. **Formal external analysis.** It involved the identification of a document within a collection.
- b. **Formal internal analysis.** It allowed identifying the message and the theme on which the documents were designed.

SYSTEMATIC REVIEW METHOD. It is a process that involves the elaboration of clear and structured summaries of the available information aimed at answering a specific question. Since they are made up of multiple articles and sources of information, they represent the highest level of evidence within the hierarchy of evidence. Following the steps of this method, available evidence regarding intonation and spoken discourse were collected, selected, evaluated and summarized (Hanley & Cutts, 2013). The following steps were performed:

- a. Systematic and exhaustive search of all potentially relevant articles, texts, and documents.
- b. Selection by explicit and reproducible criteria, of the articles, texts, and documents that will be finally included in the review.

RESEARCH TECHNIQUES AND INSTRUMENTS

Techniques are the means used to gather information during an investigation, among which are the observation, the survey, and the questionnaire.

OBSERVATION. It involves observing the reality through direct perception of the objects and phenomena (Ciesielska, Boström, & Öhlander, 2018). The observation in this study was non-participant or simple. That is, the observers did not intervene or alter the learning environment in which the students and the teacher operated. The purpose of the observation was to identify how the teaching of intonation patterns was addressed during English class and to contribute to the description of the problem. The researchers used an observation guide with six items oriented towards the teaching process and seven items focused on the students' learning process.

SURVEY. It is an instrument oriented towards the systematic search of information in which the researchers ask the respondents about the data they wish to obtain, and subsequently gather this information to process and analyze it with some statistical tool (Ponto, 2015). The survey used in this study aimed to explore the students' perceptions of intonation and the spoken discourse and to contribute to the description of the problem. The instrument with a Likert scale of 1 to 5 contained 10 items aimed at exploring whether students knew the importance of intonation and if they could produce their different patterns. Besides, it was investigated whether the students felt safe when interacting and communicating their ideas orally,

and if there were sentences difficult to pronounce. Finally, it was explored if students would like to perform more oral exercises to improve their pronunciation and if they would like to use additional resources to improve the intonation of the English language

QUESTIONNAIRE. It is an instrument composed of a set of questions designed to generate the necessary data to gather information about the problem (Akeem, 2015). The questionnaire used in this study aimed to know how the teaching of intonation patterns was approached and to contribute to the description of the problem. The instrument contained seven open questions related to the teaching of the different intonation patterns and their importance.

ANALYSIS AND INTERPRETATION OF THE RESULTS

The analysis and interpretation of the information are related to the data obtained from the application of the instruments and allows them to express the conclusions in correspondence to the specific objectives and justify the transformative proposal that it constructs (Bencomo, 2019). Data were analyzed in the order of collection. First, the information obtained from the observation was processed qualitatively. Subsequently, data obtained from the survey was processed and analyzed quantitatively. Raw data were entered and coded in an Excel sheet to generate frequencies, percentages and statistical graphs. Finally, data obtained from the questionnaire administered to the English teacher was analyzed qualitatively. Next, the first analysis of the observation is presented:

ANALYSIS AND INTERPRETATION OF THE OBSERVATION

The observation made in this study was non-participant. Its purpose was to identify how the teaching of intonation patterns was addressed during English class to contribute to the description of the problem. The researchers used an observation guide with 13 items. The observation took

place on the eighth B at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea, on November 18, 2019, at 10h00.

Regarding the teaching process, the observation allowed to identify that during the English class the different intonation patterns were not introduced explicitly or implicitly. The instruction also paid no attention to the way the students spoke. There was no evidence of additional material to practice pronunciation, especially important aspects such as intonation and its different patterns. The teacher also did not encourage his students to ask questions about how to speak English correctly or helped the students with their pronunciation problems. During the teaching of the English language, the use of technological resources, such as tape recorders, speakers or computers for the practice of intonation and pronunciation was not observed as well.

Regarding the learning process, students rarely paid attention to the teacher's explanations regarding English pronunciation. There were no opportunities for them to interact orally with other classmates. Most of them felt insecure when communicating their ideas in English. There was no evidence of feedback on their pronunciation problems. There was little interest in trying to improve their pronunciation when speaking. The students only used their textbooks. They did not use additional material to improve their pronunciation, especially aspects related to the English intonation.

Besides, the instruction was focused on the teacher and oriented towards the teaching of grammatical structures and the learning of vocabulary. There was only isolated practice of words through continuous repetition. It was also observed that there was no consolidation of the acquired knowledge.

Next, the second analysis of data obtained through a survey administered to 40 students at Unidad Educativa Fiscal Dr. Teodoro Alvarado, is presented:

ANALYSIS AND INTERPRETATION OF THE SURVEY

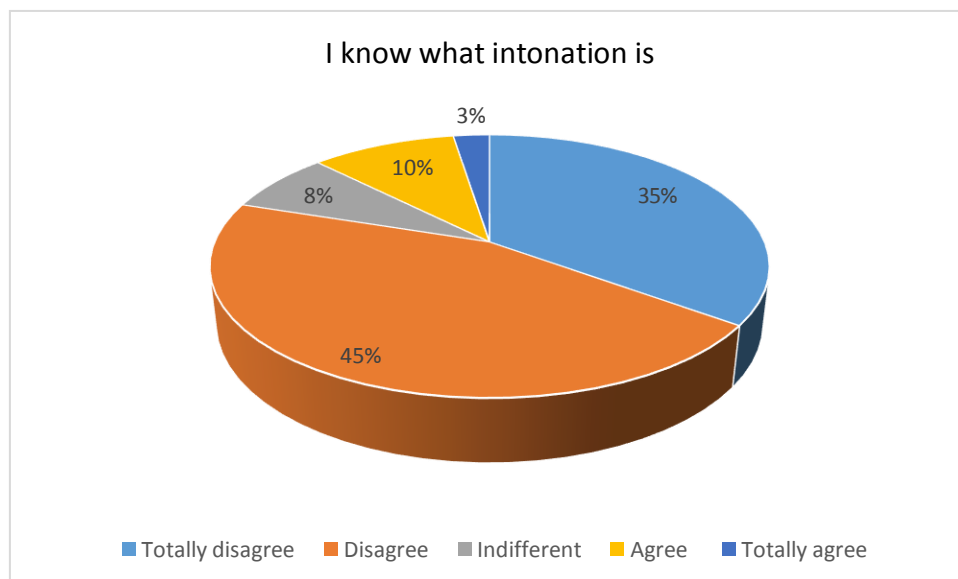
Item 1: I know what intonation is.

Sample: 40 students

Table No. 2

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 1	Totally disagree	14	35%
	Disagree	18	45%
	Indifferent	3	8%
	Agree	4	10%
	Totally agree	1	3%
	TOTAL	40	100%

Graphic No. 1



Analysis

According to data obtained from the survey, it is clear that these respondents did not know what intonation was. A majority percentage expressed strongly disagree (35%) or disagree (45%) when asked about this aspect of oral communication. Another 8% expressed indifference. Only a minority percentage of students indicated knowing the intonation of the English language. Therefore, it becomes necessary for these students to know the role of intonation in oral communication.

ANALYSIS AND INTERPRETATION OF THE SURVEY

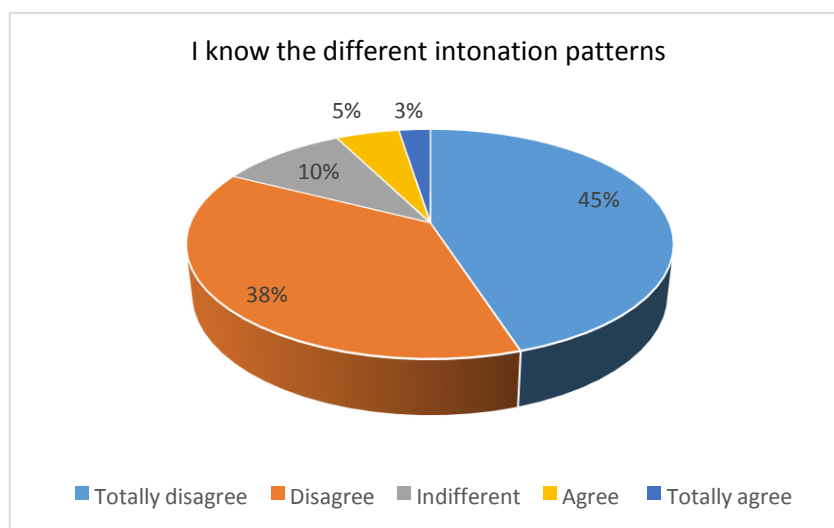
Item 2: I know the different intonation patterns.

Sample: 40 students

Table No. 3

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 2	Totally disagree	18	45%
	Disagree	15	38%
	Indifferent	4	10%
	Agree	2	5%
	Totally agree	1	3%
	TOTAL	40	100%

Graphic No. 2



Analysis:

According to data obtained from the survey, it is clear that these respondents did not know anything about the different intonation patterns of the English language. A majority percentage expressed strongly disagree (45%) or disagree (38%) when asked about this aspect of oral communication. Another 10% showed indifference. Only a minority percentage of students indicated knowing the different patterns. Therefore, it becomes necessary for these students to know the different intonation patterns to be correctly applied in oral communication.

ANALYSIS AND INTERPRETATION OF THE SURVEY

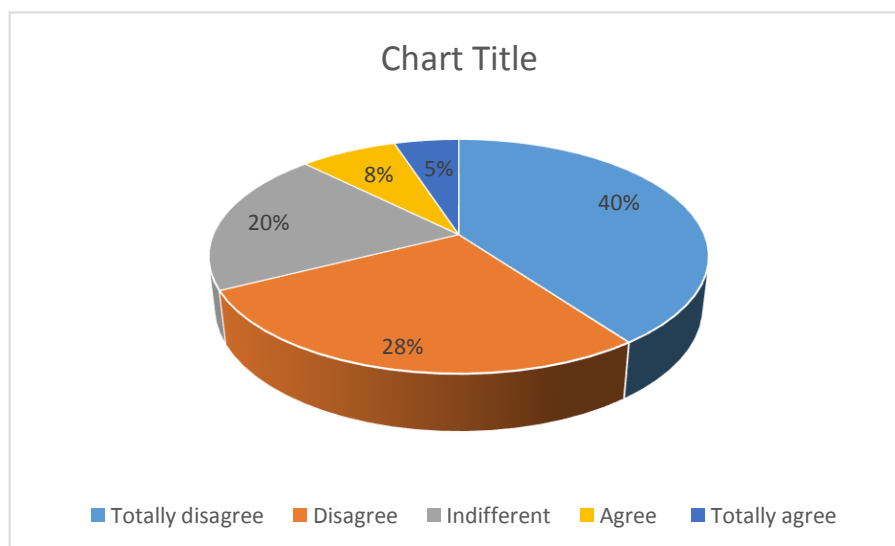
Item 3: I can produce the different intonation patterns in English.

Sample: 40 students

Table No. 4

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 3	Totally disagree	16	40%
	Disagree	11	28%
	Indifferent	8	20%
	Agree	3	8%
	Totally agree	2	5%
	TOTAL	40	100%

Graphic No. 3



Analysis:

According to data obtained from the survey, it is clear that these respondents could not produce the different intonation patterns of the English language. A majority percentage expressed their disagreement (40%) or disagreement (28%) when asked about this aspect. Another 20% showed indifference. Only a minority percentage of the students indicated that they could produce them. Therefore, it becomes necessary for these students not only to know the different intonation patterns, but to be able to apply them in affirmative and negative sentences, and questions.

ANALYSIS AND INTERPRETATION OF THE SURVEY

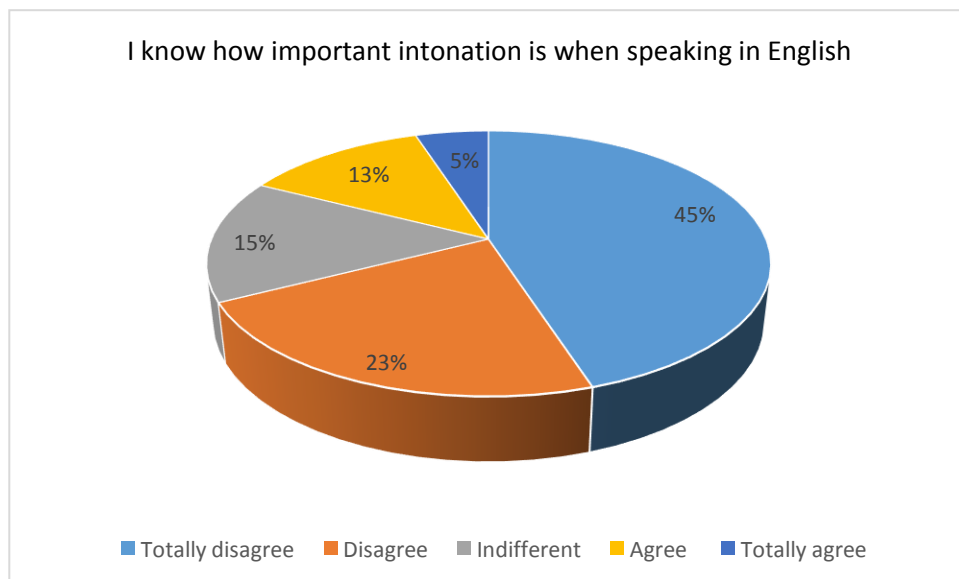
Item 4: I know how important intonation is when speaking in English.

Sample: 40 students

Table No. 5

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 4	Totally disagree	18	45%
	Disagree	9	23%
	Indifferent	6	15%
	Agree	5	13%
	Totally agree	2	5%
	TOTAL	40	100%

Graphic No. 4



Analysis

According to data obtained from the survey, it is clear that these students did not know how important intonation is in English. A majority percentage expressed strongly disagree (45%) or disagree (23%) when asked about this aspect. Another 15% showed indifference. Only a minority percentage of students knew its importance. Therefore, it becomes necessary for these students to know the role of intonation in spoken English as it conveys meanings in different ways.

ANALYSIS AND INTERPRETATION OF THE SURVEY

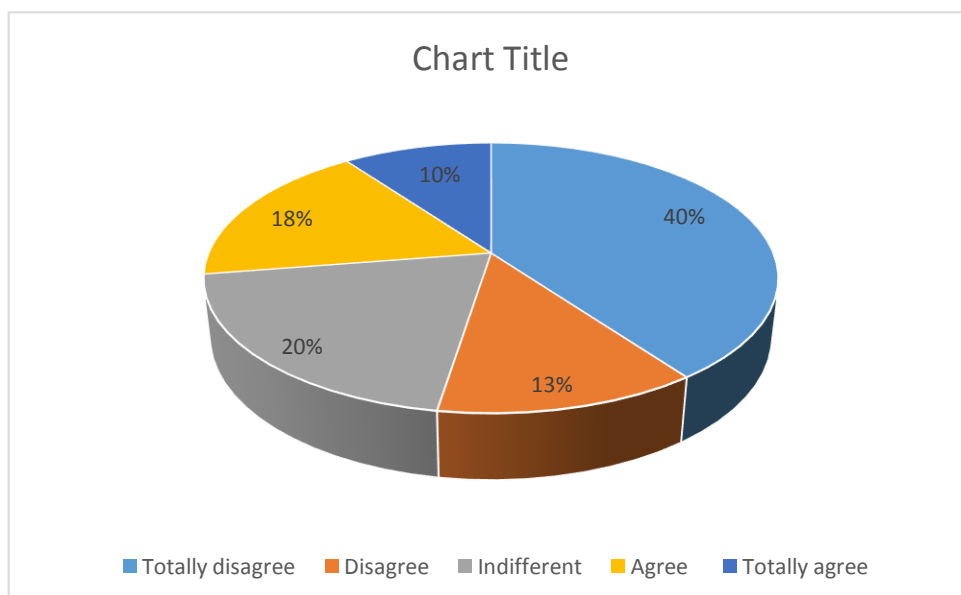
Item 5: I feel safe when I communicate my ideas in English orally.

Sample: 40 students

Table No. 6

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 5	Totally disagree	16	40%
	Disagree	5	13%
	Indifferent	8	20%
	Agree	7	18%
	Totally agree	4	10%
	TOTAL	40	100%

Graphic No. 5



Analysis

According to data obtained from the survey, these students did not feel safe when communicating their ideas in English orally. A majority percentage expressed strongly disagree (40%) or disagree (13%) when asked about this aspect. Another 20% showed indifference. Only a minority percentage of students expressed feeling comfortable speaking. Therefore, it becomes necessary for these students to perform more oral practice through dialogues, and improvisation so that this fear may disappear.

ANALYSIS AND INTERPRETATION OF THE SURVEY

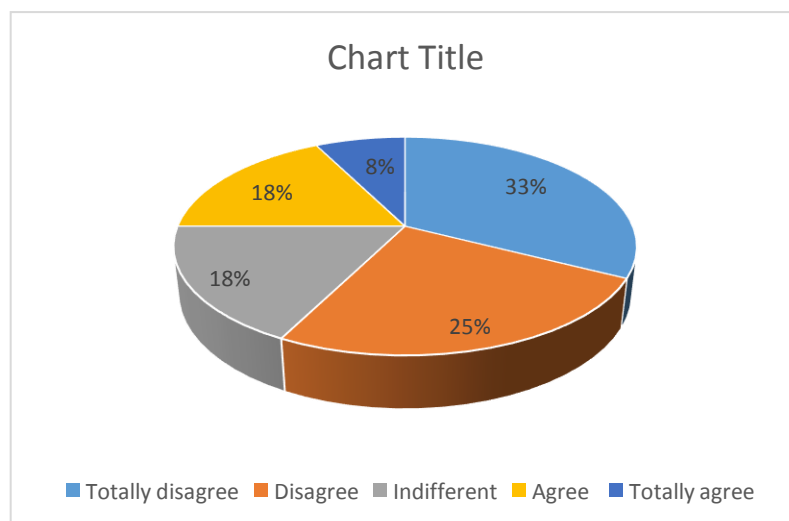
Item 6: When I speak and interact in English with other classmates, they easily understand me.

Sample: 40 students

Table No. 7

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 6	Totally disagree	13	33%
	Disagree	10	25%
	Indifferent	7	18%
	Agree	7	18%
	Totally agree	3	8%
	TOTAL	40	100%

Graphic No. 6



Analysis

According to data obtained from the survey, it is clear that these students had problems understanding their oral production when talking or interacting with each other. A majority percentage expressed strongly disagree (33%) or disagree (25%) when asked about this aspect. Another 18% showed indifference. Only a minority percentage of the students indicated that when they spoke in English everyone understood. Therefore, it becomes necessary for these students to perform more oral practice aimed at improving their pronunciation.

ANALYSIS AND INTERPRETATION OF THE SURVEY

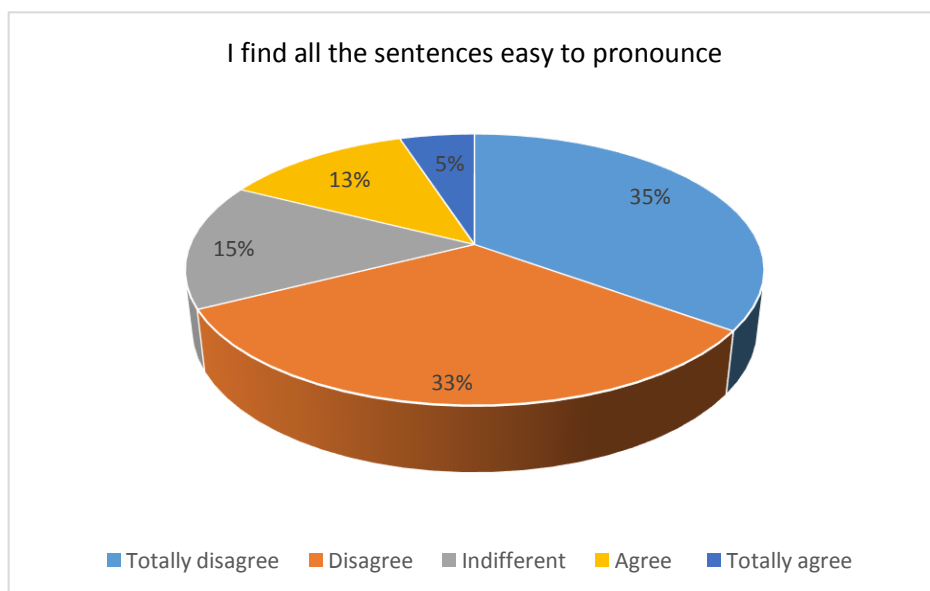
Item 7: I find all the sentences easy to pronounce.

Sample: 40 students

Table No. 8

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 7	Totally disagree	14	35%
	Disagree	13	33%
	Indifferent	6	15%
	Agree	5	13%
	Totally agree	2	5%
	TOTAL	40	100%

Graphic No. 7



Analysis

According to data obtained from the survey, it is clear that the students had problems pronouncing some sentences in English. A majority percentage expressed strongly disagree (35%) or disagree (33%) when asked about this aspect. Another 15% showed indifference. Only a minority percentage of the students indicated that sentences were easy to pronounce for them. Therefore, it becomes necessary for these students to do more oral practice aimed at improving pronunciation and developing fluency when speaking.

ANALYSIS AND INTERPRETATION OF THE SURVEY

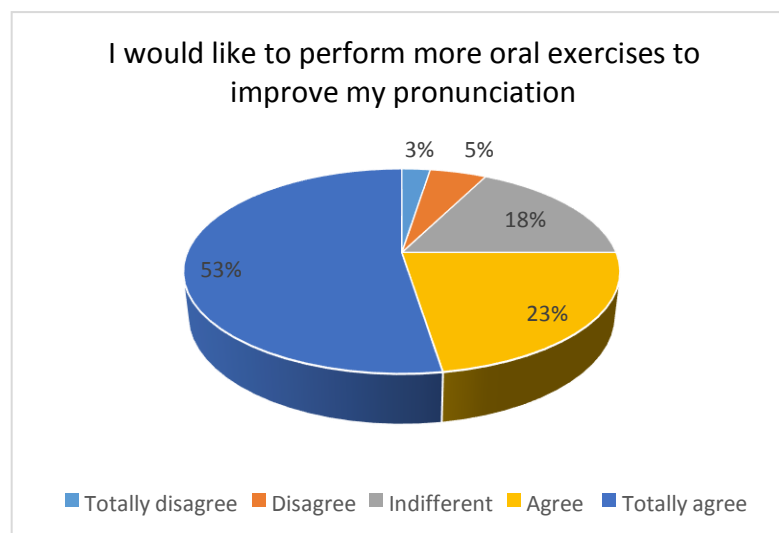
Item 8: I would like to perform more oral exercises to improve my pronunciation.

Sample: 40 students

Table No. 9

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 8	Totally disagree	1	3%
	Disagree	2	5%
	Indifferent	7	18%
	Agree	9	23%
	Totally agree	21	53%
	TOTAL	40	100%

Graphic No. 8



Analysis

According to data obtained from the survey, it is clear that students are interested in developing oral exercises to improve pronunciation. A majority percentage expressed their agreement (23%) or strongly agreement (53%) when asked about this aspect. However, 18% expressed indifference to this proposal. Only a fairly minor percentage showed a negative attitude. Therefore, it becomes necessary to develop additional material that will help these students do more oral practice aimed at improving pronunciation.

ANALYSIS AND INTERPRETATION OF THE SURVEY

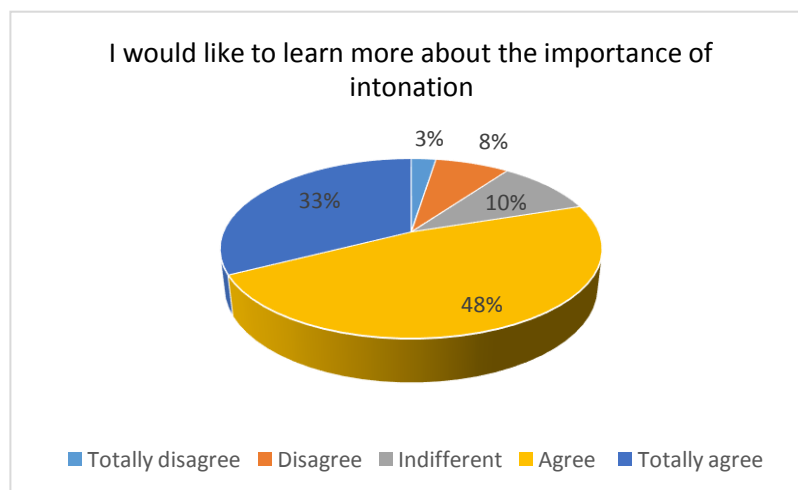
Item 9: I would like to learn more about the importance of intonation when speaking.

Sample: 40 students

Table No. 10

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 9	Totally disagree	1	3%
	Disagree	3	8%
	Indifferent	4	10%
	Agree	19	48%
	Totally agree	13	33%
	TOTAL	40	100%

Graphic No. 9



Analysis

According to data obtained from the survey, it is clear that students are interested in learning more about intonation and its importance when speaking in English. A majority percentage expressed their agreement (48%) or strongly agreement (33%) when asked about this aspect. However, a 10% expressed indifference to this proposal. Only a fairly minor percentage showed a negative attitude. Therefore, it becomes necessary to develop additional material that offers information about intonation, its different patterns, and its role in oral communication.

ANALYSIS AND INTERPRETATION OF THE SURVEY

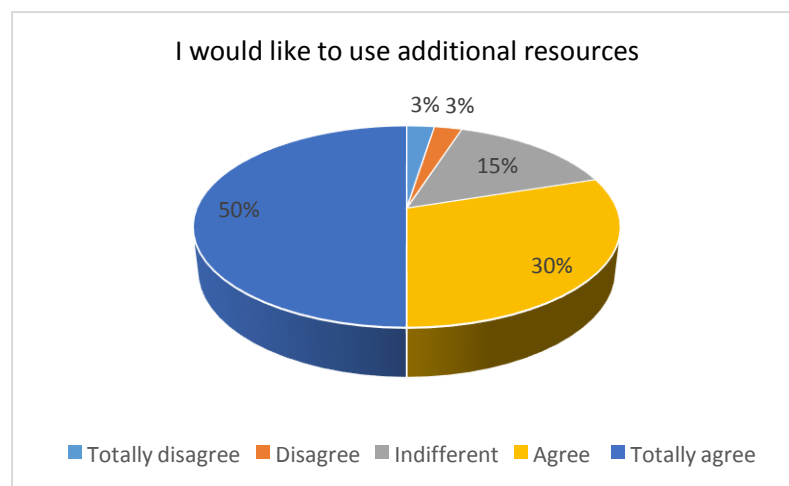
Item 10: I would like to use additional resources to improve my pronunciation and my way of speaking in English.

Sample: 40 students

Table No. 11

CODE	CATEGORY	FREQUENCY	PERCENTAGE
Item 10	Totally disagree	1	3%
	Disagree	1	3%
	Indifferent	6	15%
	Agree	12	30%
	Totally agree	20	50%
	TOTAL	40	100%

Graphic No. 10



Analysis

According to data obtained from the survey, it is clear that students are interested in using additional resources to improve their pronunciation and the way they speak in English. A majority percentage expressed their agreement (30%) or strongly agreement (50%) when asked about this aspect. However, 15% express indifference to this proposal. Only a fairly minor percentage showed a negative attitude. Therefore, it becomes necessary to develop additional material with exercises that contribute to improving the pronunciation of the English language.

Finally, the third analysis of data obtained through a questionnaire administered to an English teacher at Unidad Educativa Fiscal Dr. Teodoro Alvarado, is presented

ANALYSIS AND INTERPRETATION OF THE QUESTIONNAIRE ADMINISTERED TO AN ENGLISH TEACHER

The questionnaire used in this study aimed to explore how the teaching of intonation patterns was approached and to contribute to the description of the problem. The instrument contained seven open questions related to the teaching of the different intonation patterns and their importance, pronunciation problems, motivation to try to improve the way of speaking in English, and the use of additional material to practice the different intonation patterns in class and autonomously

The questionnaire was only administered to one English teacher at Unidad Educativa Fiscal Dr. Teodoro Alvarado on November 19, 2019, at 14h00. The researchers provided the questionnaire to the English teacher and she filled it out in a written form. This process took approximately 25 minutes.

Data from the questionnaire administered to the English teacher allowed us to confirm that the teaching of pronunciation was not a priority in the class because the students were still at a basic level and the teaching of grammar and vocabulary was considered more important. Besides, due to the number of students in this course, more than 40, it was difficult to pay attention to the way they speak and help them with their pronunciation problems.

Besides, there was an unfavorable attitude towards the use of audio-linguistic resources to practice intonation because they consume class. It was also identified that teaching elements outside the class program would not allow compliance with the established schedule of activities. So, any additional activity should be carried out autonomously.

CHAPTER IV

THE RESEARCH PROPOSAL

JUSTIFICATION

The proposal is an instrument that reflects the intentions that a researcher recommends improving the teaching and learning process prior to a diagnosis (McCombes, 2019). Therefore, based on the initial exploration, it was determined that the students of eight grade, section B at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea did not know what intonation was, and it was necessary for them to know the role that this aspect plays in oral communication. In addition, it was also identified that they were not able to apply this aspect in affirmative, negative sentences, or questions. Therefore, it was necessary to develop an additional material that serves to make these students perform more oral practice aimed at improving pronunciation, and especially the intonation of the English language.

Intonation is a variation of the tone of a person's voice when speaking; It can indicate some type of expressive nuance regarding the message or the person. It is also a suprasegmental linguistic feature constituted by the sound sequence of the tones with which the oral discourse is issued; It constitutes a melodic line and contributes to the meaning of speech (Crystal, 2008).

That is why, this proposal focused on transmitting the role of intonation to convey meanings in different ways and in developing guided practice through repetition, dialogues, and improvisation, so that the fear when speaking would disappear. This pedagogical proposal also had its basis in the communicative method, a language teaching technique that emphasizes interaction and communicative competence as the main bases of language study. With this method students work in pairs or groups using the language to solve certain tasks, in this case the development of intonation (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019)

GENERAL OBJECTIVE

To introduce the intonation patterns by using this educational proposal so that students can use it with the teacher or autonomously and improve their spoken discourse.

SPECIFIC OBJECTIVES

- To know the theoretical and practical aspects of intonation by using audio-lingual exercises so that students can produce their different patterns.
- To identify the different intonation patterns by using audio lingual exercises so that students can practice it in context
- To perform oral intonation practice by using audio lingual exercises in order to make the spoken discourse of the students more natural

DESCRIPTION OF THE PROPOSAL

The purpose of this proposal was to introduce intonation patterns to improve the spoken discourse of the students of eight grade, section B at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea. The booklet contains a linguistic element for beginner students who are at level A1 according to the descriptors of the Common European Framework of Reference for Languages. The booklet is an additional material that can be used to complement class activities, improve pronunciation, and get more fluency when speaking. The resource can also be used autonomously since its use is friendly.

The booklet was divided into fourteen lessons and included a CD with topics related to intonation and its different patterns: Rising, falling, non-final, and wavering Intonation. Information on resources and activities for the teaching of intonation was also included. In addition, there is a section dedicated to exercises for the individual or cooperative practice through

short dialogues and everyday situations. The booklet also has a disc containing videos and audio exercises to consolidate the learning of intonation. This proposal was given free of charge to the class teacher and the students. The proposal is included below:

BOOKLET WITH AUDIOLINGUAL EXERCISES USING INTONATION PATTERNS



WITH VIDEO

&



AUDIO



**MORANTE MOREIRA KATHERINE CECIBEL
SANCHEZ RECILLO WENDY LISSETTE**

2019

INTRODUCTION

- The main purpose of this booklet is to introduce intonation patterns for the improvement of spoken discourse. Students could use it with the teacher or autonomously.
- This booklet contains a language for beginning students who are at level A1 according to the descriptors of the Common European Framework of Reference for Languages.
- This booklet is an additional material that can be used in the English class to complement speaking activities or autonomously to improve pronunciation and obtain more fluency when speaking.
- This booklet was divided into fourteen lessons and included a CD with tutorials on intonation and their different patterns, and audio-visual exercises for individual or cooperative practice.
- By using this booklet, students knew the theoretical and practical aspects of intonation by using audio lingual exercises so that students can produce their different patterns.
- By using this booklet, students identified the different intonation patterns by using audio lingual exercises so that students can practice it in context
- By using this booklet, students performed oral intonation practice by using audio lingual exercises in order to make the spoken discourse of the students more natural
- This proposal was delivered free of charge to the classroom teacher and to all the students of eight grade, section B at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado Olea.

CONTENTS

Lesson 1: Defining Intonation

Lesson 2: Resources and Activities for Teaching Intonation

Lesson 3: Types of Intonation

Lesson 4: Rising Intonation

Lesson 5: Falling Intonation

Lesson 6: Non-final intonation

Lesson 7: Wavering Intonation

Lesson 8: Angry Friends - Exercises to Practice Intonation

Lesson 9: Losing Weight - Exercises to Practice Intonation

Lesson 10: Short Dialogues - Exercises to Practice Intonation

Lesson 11: Intonation in Questions & Sentences – Oral Exercises

Lesson 12: Intonation in Short & Long Sentences – Oral Exercises

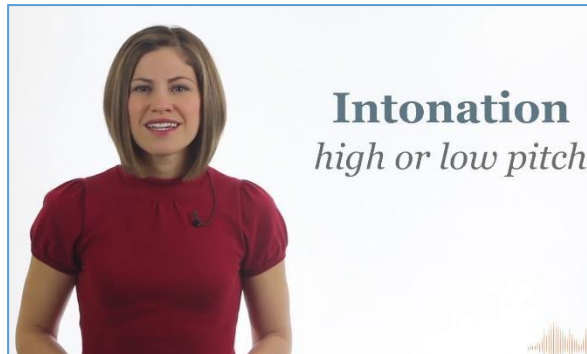
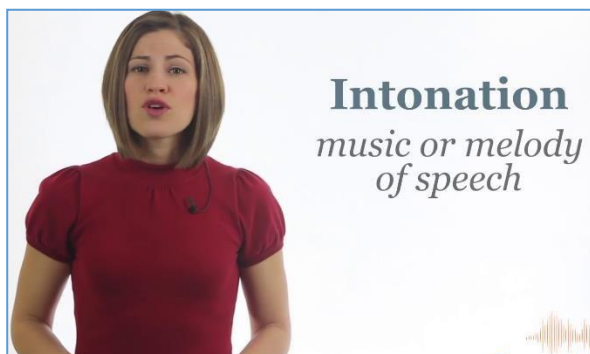
Lesson 13: Rising vs Falling Intonation - Independent Practice

Lesson 14: A Song to Practice Intonation in Questions



Lesson 1: Defining Intonation

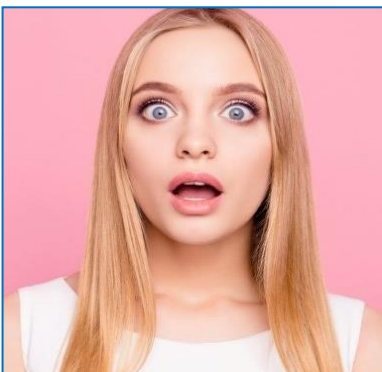
“Intonation” is the melody of language and is made up of pitches that rise and fall. This rising and falling melody is used to communicate our intentions and our emotions.



In spoken language, intonation replaces punctuation. It tells the listener whether we are finished talking or whether we have something more to say; whether we are asking a question or making a statement. Intonation also gives information that words alone cannot give.



It can indicate anger, surprise, confusion, hesitation, sarcasm, interest, or lack of interest. If your speech has good intonation, it will be more dynamic and more interesting to listen to.



Lesson 2: Resources and Activities for Teaching Intonation

1. Videos & Tutorials

When intonation is taught to students with a basic level (beginner), it is a good idea to present this topic through videos that have attractive elements, that are easy to understand, and with exercises to practice in the classroom or independently.



2. Stress Shifting

It is possible to change the meaning of a sentence by emphasizing a specific word. Stress Shifting is a simple activity to present this concept in class. The sentences are presented and the word that should be emphasized is highlighted. Then, students read the sentences. Finally, it is discussed how changing the intonation, modifies the meaning of the sentences.

Jack will cycle to the restaurant tonight

Jack **will** cycle to the restaurant tonight

Jack will **cycle** to the restaurant tonight

Jack will cycle to the **restaurant** tonight

Jack will cycle to the restaurant **tonight**

3. Dramatization

This exercise is a fun and effective way for beginner students to practice intonation in English. It will help students to express emotions, feelings and attitudes in English. For beginner classes, short sentences will be used and then as the learning progresses more elements will be added to the texts.



4. Intonation & Improvisation

For this role play activity, students form groups of two or three members and are given a series of situations:

- Friends who are angry, or
- Conversing in a gym

Each scenario has a different kind of emotion that can be expressed through intonation.



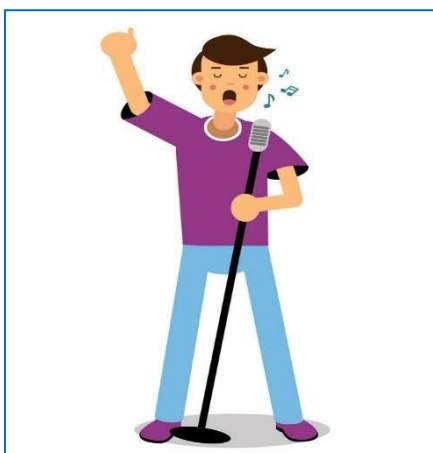
5. Dialogues.

A dialogue is the easiest method to achieve good understanding and an excellent communication. It is a reciprocal exchange of information between a sender and a receiver through an oral or written medium. It is also a conversation between two interlocutors who take turns in their respective roles of sender and receiver, in an orderly manner.



6. Songs

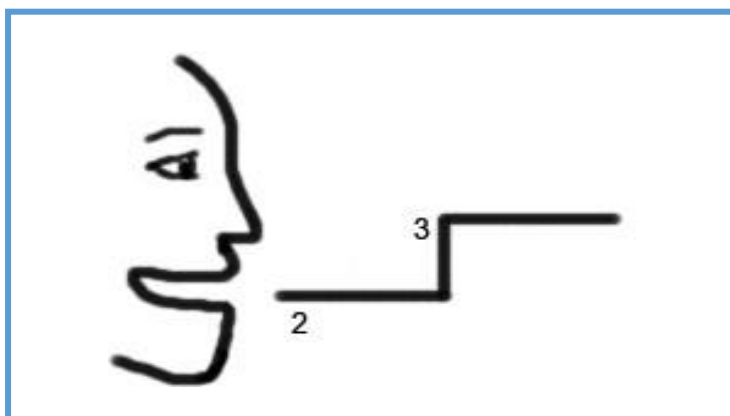
Songs, as a tool, are a valuable resource for learning foreign languages. Through songs, students can acquire the language in a natural way and in a context of real communication. Songs are fun, enjoyable and help to achieve linguistic objectives, such as learning of vocabulary, acquisition of structures, and improvement of pronunciation and intonation.



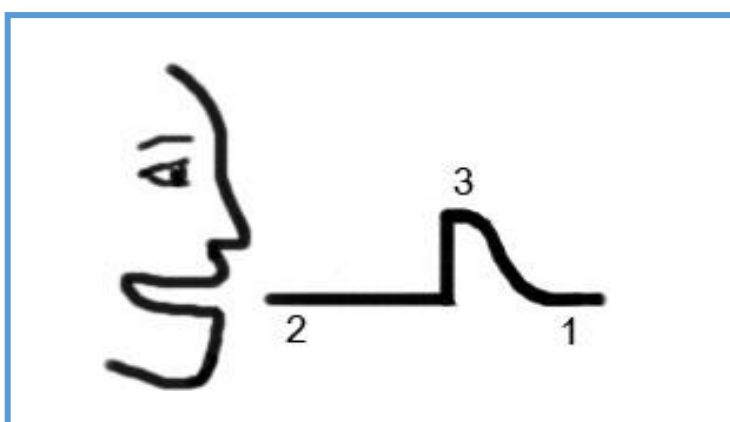


Lesson 3: Types of Intonation

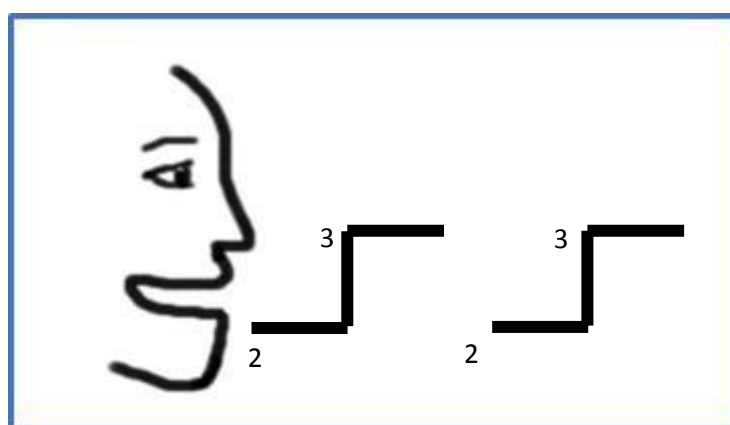
RISING INTONATION



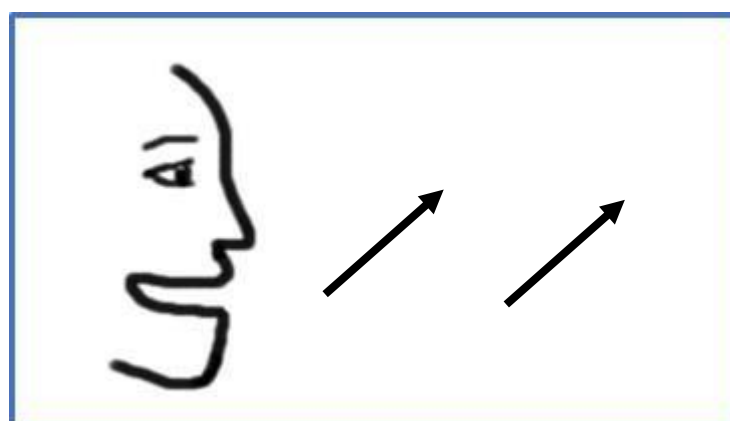
FALLING INTONATION



NON-FINAL INTONATION



WAVERING INTONATION





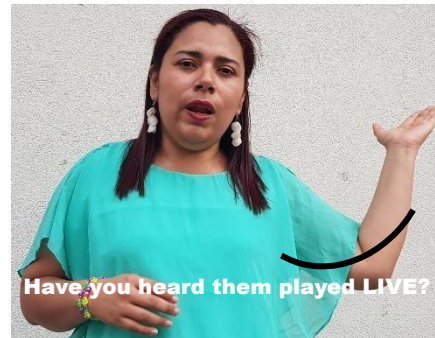
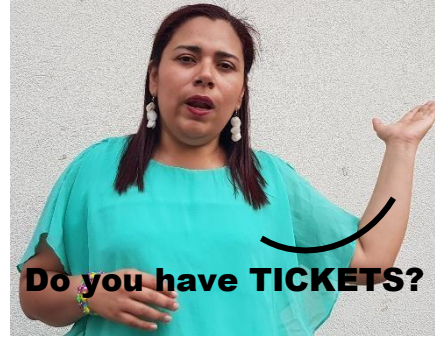
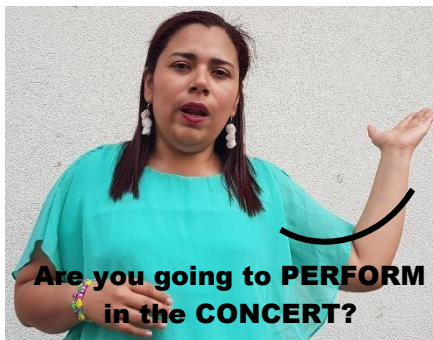
Lesson 4: Rising Intonation

Rising intonation describes how the voice rises at the end of a sentence.

<p>RISING INTONATION in yes-no questions</p> <p>Are you coming?</p> <p>Can you help?</p>	
<p>RISING INTONATION can express...</p> <ul style="list-style-type: none">- doubt- uncertainty- incompleteness	
<p>RISING INTONATION can signal...</p> <ul style="list-style-type: none">- our need for an answer- our need for confirmation <p>Are you coming?</p>	
<p>RISING INTONATION can turn a basic statement into a question.</p> <p>We need confirmation.</p> <p>You said he's coming.</p>	



Let's see some examples:



Let's listen to some other examples:

1. Did he work yesterday?
2. Does he know about it?
3. Can you call me at five?
4. Is it good?
5. Is that it?
6. Excuse me?
7. Really?





Lesson 5: Falling Intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words.



Statements: Falling intonation is used in simple sentences (statements).

Let's watch some examples:



I play the PIANo



**Jason is a
TALented RAPper**



That's an acCORDion



I DIDN'T know you played the guiTAR



Their new album is really GOOD

Questions: Falling intonation is also used when asking questions if they contain interrogative words such as where, what, why, when, how, and who.

Let's see some examples:



**When did you start
playing the SAXOphone?**



**Who owns a
XYLOphone?**

Affirmative Statements

1. My name is John.
2. It's nice to meet you.
3. Have a nice day.
4. I'm going outside.
5. I'll be back in a minute



Questions:

1. What's his name?
2. Why did you leave?
3. Where are you going?
4. What are you thinking about?
5. How are you doing?
6. When does it start?
7. Who told you?





Lesson 6: Non-final intonation

Non-final intonation is used with unfinished thoughts, introductory phrases, series of words and when we express choices.

Let's listen to some examples:



Unfinished Thoughts: Non-final intonation is often used to indicate that you have not ended a thought. To indicate that you have something more to say, raise your pitch at the end of the phrase. **For example:**

1. I bought the book, but I didn't read it.
2. When I finished school, I moved to New York.
3. If I study hard, I'll get an A.
4. I'm going inside, to get something to drink.



Introductory Words: Non-final intonation is also used with introductory words, such as actually or by the way. Since these types of words indicate that a thought is not finished, the non-final intonation is appropriate. **For example:**

1. As a matter of fact, I do know the answer.
2. As far as I'm concerned, you did great.
3. Actually, it was pretty good.
4. In my opinion, it's too expensive.
5. If you don't mind, I'd like to close the window.
6. By the way, how did you know that?





Series of Words: Non-final intonation is used in words and phrases that are listed in a series. The voice rises at the end of each item but falls with the final item. **For example:**

1. I like football, basketball, tennis, and golf.
2. I'm taking math, biology, French, and history.
3. I left work, came home, and had dinner.
4. I need milk, apples, eggs, and sugar.
5. I learned law so well, the day I graduated I sued the college, won the case, and got my tuition back.



Expressing Choices: Non-final intonation is used when giving a choice between two or more things. **For example:**

1. Do you want to eat in or eat out?
2. Is your birthday in March or in April
3. Do you speak Cantonese or Mandarin?
4. Is his name Matthew or Michael?
5. Do you want the blue one or the black one?





Lesson 7: Wavering Intonation

Wavering intonation is used for expressing specific emotions or attitudes. With this type of intonation, the pitch changes within words.

Let's watch some examples:

Intonation *statement*

He called me last night.

Intonation *question*

He called me last night.

Intonation *annoyed*

He called me last night.

Intonation *surprised*

He called me last night.

Some of the emotions that can be expressed with this pattern include curiosity, surprise, anger, agreement, sarcasm, hesitation, uncertainty, disgust, fear, amazement, and pity. **Let's listen to some examples:**



You did? (**Curious**) You did? (**Very surprised**) You did? (**Angry**)



You did? (**Disappointed**)



You did (**In agreement**)

Now try saying the expression “**thanks a lot**” in three different ways. Change the intonation each time.



Thanks a lot,
(**NORMAL**)



Thanks a lot
(**VERY HAPPY**)



Thanks a lot
(**SARCASTIC**)

Try saying “**okay**” with different emotions. Change the intonation each time



Okay (**NORMAL**)



Okay (**UNWILLING**)



Okay! (**VERY EXCITED**)



Okay! (**FRUSTRATED**)

Now, try saying “**no**” with different emotions. Change the intonation each time



No! (**ANGRY**)



No? (**SURPRISED**)



No (**HESITANT**)



No (**SARCASTIC**)



Lesson 8: Exercises to Practice Intonation

Angry Friends



Instructions: Listen to the following short dialogue to practice intonation in context. Then dramatize the situation with a classmate.

Emotions

- | | |
|--------------------|----------------|
| a. Did you do it? | curious |
| b. No. | normal |
| a. No? | very surprised |
| b. No! | angry |
| a. Why not? | surprised |
| b. I don't know. | hesitant |
| a. You don't know? | angry |
| b. I don't know. | angry |
| a. Oh really? | sarcastic |
| b. Yeah, really. | angry |





Lesson 9: Exercises to Practice Intonation

Losing Weight



Instructions: Listen to the following dialogue to practice all the intonation patterns in context. Then dramatize the situation with a classmate.

Emily: Rachel, is that you?

Rachel: Hi Emily.

Emily: I didn't recognize you at first. Did you lose weight?

Rachel: As a matter of fact, I lost twenty pounds.

Emily: Really? How did you do it?

Rachel: Well, I stopped eating cake, ice cream, potato chips, and candy bars, and I started eating healthier foods like salads, fruit, nuts, and vegetables.

Emily: Wow! I have to say, you look amazing.

Rachel: Do you really think so?

Emily: Absolutely!



Lesson 10: Exercises to Practice Intonation

Short Dialogues



Instructions: Listen to the following short dialogue to practice intonation in context. Then dramatize the situation with a classmate.

1. a. Can I come in?
b. Yes, come on in. The door is open.

2. a. Should I leave it on?
b. No. Turn it off.

3. a. What time is it?
b. It's already five o'clock.

4. a. Let's take a walk.
b. That's a good idea.



5. a. How far is it?
b. Four and a half hours away.

6. a. This is a good film.
b. Too bad it's sold out.

7. a. I have an awful headache.
b. Take an aspirin.



Lesson 11: Intonation in Questions & Sentences

Exercises



Instructions: Listen to the following sentences to practice intonation. Then repeat each sentence individually.

1. Did you go to his graduation?
2. Would you take our picture?
3. Why can't you be punctual?
4. Don't you like nature?
5. Actually, this is a fortunate situation.
6. You're adventurous, aren't you?
7. Why won't you do it gradually?
8. Can't you change your schedule?



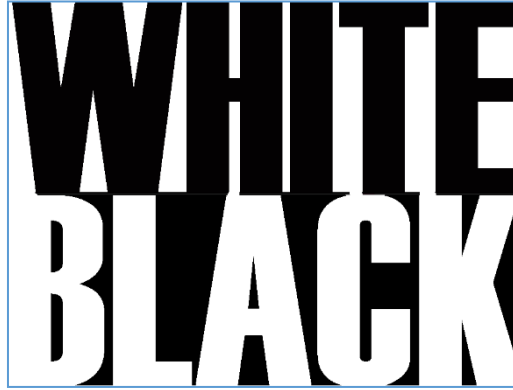


Lesson 12: Intonation in Short & Long Sentences

Instructions: Listen to the following sentences to practice intonation. Then repeat each sentence individually.



1. I like bacon.
I like bacon and eggs.



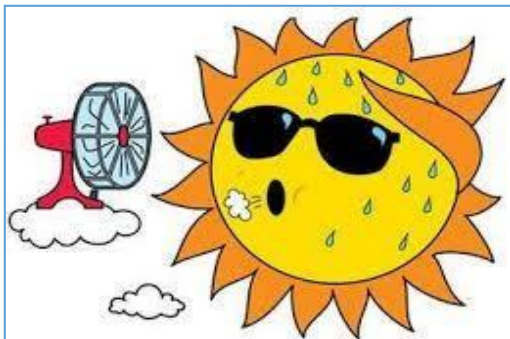
2. It's black.
It's black and white.



3. Do you want salt?
Do you want salt and pepper?



4. That's good.
That's a good idea.



5. It's hot.
It's a hot day.
I need to go home.



6. I need it.
I need to go.

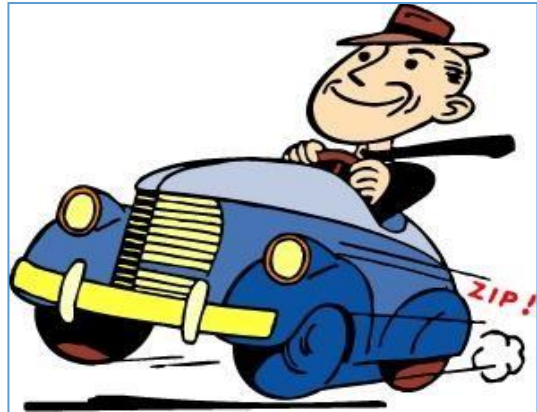


7. I saw him.

I saw the man.

I saw the man you told me about.
yesterday.

He drove the car that he
bought from his friend.



8. He drove it.

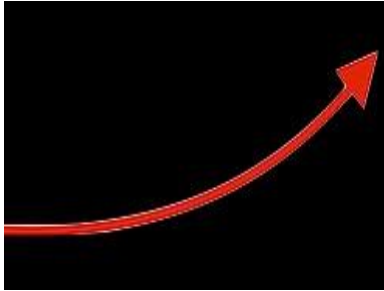
He drove the car.

He drove the car he bought

Lesson 13: Rising vs. Falling Intonation

Independent Practice

Instructions: Say these sentences orally to practice intonation. Contrast the rising and falling intonation between YES/NO questions and WH- questions



Yes/No Questions

1. Is his name John?
2. Does he have a car?
3. Are you going to the store?
4. Did you finish the report?
5. Is that your boss?
6. Are you feeling okay?
7. Did you take my pen?



WH- Questions

- What is his name?
- Which car is his?
- Where are you going?
- When will you finish the report?
- Who is that?
- How are you feeling?
- Why did you take my pen?

Lesson 14: A Song to Practice Intonation in Questions

"Love Me Like You Do"
By Ellie Goulding

You're the light, you're the night
You're the color of my blood
You're the cure, you're the pain
You're the only thing I wanna touch
Never knew that it could mean so much, so much

You're the fear, I don't care
'Cause I've never been so high
Follow me to the dark
Let me take you past our satellites
You can see the world you brought to life, to life

So, love me like you do, la-la-love me like you do
Love me like you do, la-la-love me like you do
Touch me like you do, ta-ta-touch me like you do
What are you waiting for?

Fading in, fading out
On the edge of paradise
Every inch of your skin is a holy grail I've got to find
Only you can set my heart on fire, on fire
Yeah, I'll let you set the pace
'Cause I'm not thinking straight
My head's spinning around I can't see clear no more
What are you waiting for?

Love me like you do, la-la-love me like you do (like you do)
Love me like you do, la-la-love me like you do
Touch me like you do, ta-ta-touch me like you do
What are you waiting for?

Love me like you do, la-la-love me like you do (like you do)
Love me like you do, la-la-love me like you do (yeah)
Touch me like you do, ta-ta-touch me like you do
What are you waiting for?

I'll let you set the pace
'Cause I'm not thinking straight
My head's spinning around I can't see clear no more
What are you waiting for?

Love me like you do, la-la-love me like you do (like you do)
Love me like you do, la-la-love me like you do (yeah)
Touch me like you do, ta-ta-touch me like you do
What are you waiting for?

Love me like you do, la-la-love me like you do (like you do)
Love me like you do, la-la-love me like you do (oh)
Touch me like you do, ta-ta-touch me like you do
What are you waiting for?



CONCLUSIONS

Conclusions are described below:

- Bibliographic material related to the different intonation patterns and the spoken discourse was analyzed, which contributed to define the variables of the study and to design a booklet with audio-lingual exercises
- The design of a booklet with linguistic audio exercises and intonation aimed at improving the spoken discourse of the students was developed based on needs that were identified at the beginning of the study.
- The educational proposal included the theoretical and practical aspects of intonation so that students could practice and produce them with the teacher or autonomously.
- Dialogues, songs, and real communicative situations were offered at A1 level so that students can practice intonation in context
- Oral intonation practice was performed by using audio-lingual exercises for students to improve their spoken discourse.

RECOMMENDATIONS

Conclusions are described below:

- It is recommended to continue exploring bibliographic material related to the different intonation patterns and spoken discourse in order to develop proposals for students of other linguistic levels.

- It is recommended to implement this booklet with other students of the same level so that they can also benefit from this knowledge.
- It is recommended that this educational proposal be applied in English class so that students can practice intonation with the teacher.
- It is recommended that the information selected for other educational proposals be according to the linguistic level of the students.
- It is recommended that this proposal be implemented in the long term to measure its real effect.
- It is recommended to explore the benefits of intonation from other perspectives, such as its impact on meaning or attitude

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APPENDIX 1

DOCUMENTS

**ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE
TITULACIÓN**

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	TEMA: USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE Propuesta: DESIGN OF A BOOKLET WITH AUDIOLINGUAL EXERCISES USING INTONATION		
Nombre de las estudiantes	MORANTE MOREIRA KATHERINE CECIBEL y SANCHEZ RECILLO WENDY LISSETTE		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación	<i>Estrategias Educativas Integradoras e Inclusivas</i>	Sublíneas de investigación	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
Fecha de presentación de la propuesta de trabajo de titulación		Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTOS POR CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e Importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

<input type="checkbox"/>	APROBADO
<input type="checkbox"/>	APROBADO CON OBSERVACIONES
<input type="checkbox"/>	NO APROBADO

CC: MSc. Sara Anaguano - Directora de Carrera

MSc. Israel Bravo | Gestor de Integración Curricular y Seguimiento a Graduados



ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, octubre 24, 2019

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Facultad de Filosofía, Letras, y Ciencias de la Educación

Nosotros, MSc. JUAN PABLO ESPINOZA, docente tutor del trabajo de titulación y las estudiantes MORANTE MOREIRA KATHERINE CECIBEL, y SANCHEZ RECILLO WENDY LISSETTE de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: Lunes individual por 2 horas y jueves grupal por 3 horas; durante el periodo ordinario 2019 – 2020 – Ciclo II.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,


Firma
MORANTE MOREIRA KATHERINE CECIBEL


Firma
SANCHEZ RECILLO WENDY LISSETTE


MSc. JUAN PABLO ESPINOZA
Docente Tutor







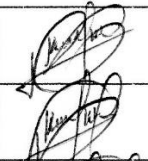
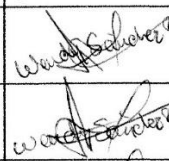





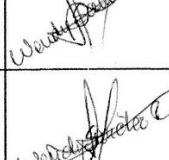


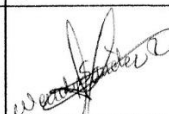

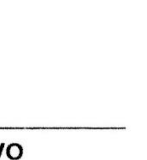


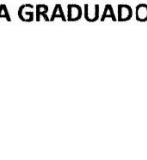
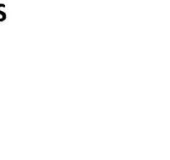
ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc. Juan Pablo Espinoza M.

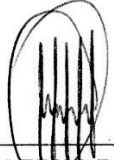
Tipo de trabajo de Titulación: Proyecto de Investigación

Título del trabajo: USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE		
			INICIO	FIN			MORANTE	MOREIRA	KATHERINE
1	24/10/2019	Revisión de tema y variables a ser usadas en el trabajo de Tesis.	14:00	16:00	Revisión de la bibliografía adecuada para ser usados en el trabajo de tesis.				
2	07/11/2019	Revisión de objetivos generales y específicos.	14:00	16:00	Analizar cada uno de los objetivos y asegurarse que sean "Generales" ó "Específicos"				
3	14/11/2019	Revisión de "Research questions" que se aplicarán en el trabajo de tesis	14:00	16:00	Analizar las características de las preguntas de forma general, además de sus enfoques cualitativos y cuantitativos.				
4	21/11/2019	Revisión de la justificación y de todo el capítulo 1	14:00	16:00	Preparar y actualizar una revisión bibliográfica de los temas principales de su tema para trabajar en el capítulo 2.				
5	05/12/2019	Revisión del capítulo 2 y feedback para continuar con capítulo 3	14:00	16:00	Revisar el Problema de Investigación, los objetivos e Hipótesis, así como los resultados que se desean en la tesis. Continuar con el capítulo 3				

6	12/12/2019	Revisión del capítulo 3.	14:00	16:00	Revisar nuevamente los objetivos propuestos e iniciar el capítulo 4 con el diseño de una propuesta detallando un método para crear especificaciones y estructuras para su utilización como guía de la actividad de diseño.			
7	09/01/2020	Elaboración y bosquejo de la propuesta del proyecto.	14:00	16:00	Revisión de la propuesta.			
8	16/01/2020	Revisión del capítulo 4.	14:00	16:00	Traer anexos para revisión en la próxima tutoría.			
9	23/01/2020	Elaboración de informes para entregar en la Unidad de Titulación.	14:00	16:00	Revisión de anexos y revisión final del trabajo de titulación.			
10	06/02/2020	Preparación del archivo de tesis para revisar en la plataforma URKUND	14:00	16:00	Se seleccionan capítulos 1-2 y 3 eliminando tablas y gráficos para su revisión en la plataforma URKUND.			
11	13/02/2020	Revisión del archivo de tesis en la plataforma URKUND.	14:00	16:00	Se carga el archivo en la plataforma URKUND y se obtiene un 1% de coincidencia.			
12	20/02/2020	Elaboración de informes para presentar en la secretaría.	14:00	16:00	Se elaboran los informes necesarios para presentar en la secretaria.			


MSC. JUAN PABLO ESPINOZA MORALES
 DOCENTE / TUTOR
 CI: 0925631327


MSC. ISRAEL GUILLERMO BRAVO BRAVO
 GESTOR DE INTEGRACIÓN CURRICULAR Y SEGUIMIENTO A GRADUADOS
 CI: 0704999143



ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE. DESIGN OF A BOOKLET WITH AUDIO-LINGUAL EXERCISES USING INTONATION PATTERNS Autor(es): MORANTE MOREIRA KATHERINE CECIBEL - SANCHEZ RECILLO WENDY LISSETTE		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	10	10
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
 MSC. JUAN PABLO ESPINOZA MORALES
 No. C.I. 0925631327
 FECHA: marzo 04 del 2020.



ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

Guayaquil, marzo 04 del 2020.

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE DESIGN OF A BOOKLET WITH AUDIO-LINGUAL EXERCISES USING INTONATION PATTERNS** de las estudiantes: MORANTE MOREIRA KATHERINE CECIBEL - SANCHEZ RECILLO WENDY LISSETTE, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

MSC. JUAN PABLO ESPINOZA MORALES

No CI. 0925631327

Fecha: marzo 04 del 2020.



ANEXO VII. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. JUAN PABLO ESPINOZA MORALES, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por MORANTE MOREIRA KATHERINE CECIBEL - SANCHEZ RECILLO WENDY LISSETTE No. Cedula 0924609563 Y 0924908429 respectivamente, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACION, MENCIÓN LENGUA INGLESA Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE. DESIGN OF A BOOKLET WITH AUDIO-LINGUAL EXERCISES USING INTONATION PATTERNS, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 1 % de coincidencia.

URKUND

Urkund Analysis Result

Analyzed Document: Wendy Sanchez Katherine Morante, Trabajo Titulación.docx (04/3873587)

Submitted: 2/14/2020 1:01:00 AM

Submitted By: juan.espinoza@ug.edu.ec

Significance: 1 %

Sources included in the report:

- SantiagoCarmen_LiteratureReview-4.docx (044831253)
- Tercer (PhD) tesis sobre 15.06.2016 on prehistorias.docx (0402199902)
- REVISIÓN FINAL TESIS _LEON PEREZ.docx (035845842)

Instances where selected sources appear:

6

[https://secure.arkund.com/old/view/61950773-119444-](https://secure.arkund.com/old/view/61950773-119444-9552/04851161Vaz/0507F01TFyW/65SMHMYCOrLOVbVCDMwVdUONbKwMDE7Nrc7M/ODIKwFAA==)

[9552/04851161Vaz/0507F01TFyW/65SMHMYCOrLOVbVCDMwVdUONbKwMDE7Nrc7M/ODIKwFAA==](https://secure.arkund.com/old/view/61950773-119444-9552/04851161Vaz/0507F01TFyW/65SMHMYCOrLOVbVCDMwVdUONbKwMDE7Nrc7M/ODIKwFAA==)

MSC. JUAN PABLO ESPINOZA MORALES

No. CI 0925631327

Fecha: marzo 04 del 2020.



ANEXO VIII. – INFORME DEL DOCENTE REVISOR

Guayaquil, Abril 9 del 2020

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación *Use of intonation patterns to improve the spoken discourse* del o de los estudiante (s) Morante Moreira Katherine Cecibel y Sanchez Recillo Wendy Lissette. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 9 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 6 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

NOMBRE DEL DOCENTE REVISOR

No CI. 0907690382

Fecha: Abril 9 del 2020

**ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

Título del Trabajo: Use of intonation patterns to improve the spoken discourse Autor(es): Morante Moreira Katherine Cecibel y Sánchez Recillo Wendy Lisette			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2,9	
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.5	Falta Table de population and sample. 40 estudiantes (corregir -Incluir)
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6	6	
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL *	10	9,9	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			

Msc. Gabriela Morales



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888



Universidad de
Guayaquil

Oficio No. UG-LENGUAS 2019-903

Guayaquil, 12 de Noviembre del 2019

MSc.

Juan Pablo Espinoza

PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de las estudiantes de la Carrera de Lenguas y Lingüística: **KATHERINE CECIBEL MORANTE MOREIRA Y WENDY LISSETTE SÁNCHEZ RECILLO**, con el tema y propuesta aprobado por el Consejo de Facultad:

USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE.
DESIGN OF A BOOKLET WITH AUDIO-LINGUAL EXERCISES USING
INTONATION PATTERNS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Sara Anaguano Pérez

DIRECTORA

CARRERA LENGUAS Y LINGÜÍSTICA Y PIN



UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARÍA I	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

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UNIDAD EDUCATIVA FISCAL "Dr. TEODORO ALVARADO OLEA"



Calle 8va. Y Las Brisas – Cda. Miraflores
Teléfono 042 203 776 y Telefax 042 206 836
drtalvarado@gmail.com
Guayaquil - Ecuador



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Oficio: TAO-VIC-20-135



Guayaquil, 4 de febrero del 2020

Señora Msc.

SARA ANAGUANO PÉREZ

Directora de la Carrera Lengua Inglesa y Lingüística de la Universidad de Guayaquil
Ciudad

De mis consideraciones:

Reciba un saludo cordial y éxitos en la labor que usted realiza. De acuerdo al oficio No. UG-LENGUAS 2019-903 suscrito por usted tengo a bien informarle que la Unidad Educativa Dr. Teodoro Alvarado Olea aceptó con mucho agrado el desarrollo del Proyecto de Titulación Educativo por las egresadas KATHERINE CECIBEL MORANTE MORERIA Y WENDY LISSETTE SÁNCHEZ RECILLO requisito previo a la obtención del título de Licenciado en Ciencias de la Educación, mención Lengua Inglesa y Lingüística aplicado a los estudiantes de Octavo año de Básica Superior.

TEMA: USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE.

PROPUESTA: DESIGN OF A BOOKLET WITH AUDIO-LINGUAL EXERCISES USING INTONATION PATTERNS.

Particular que comunico para los fines legales pertinentes.

Atentamente,


Msc. Susana Guaraca Parreño

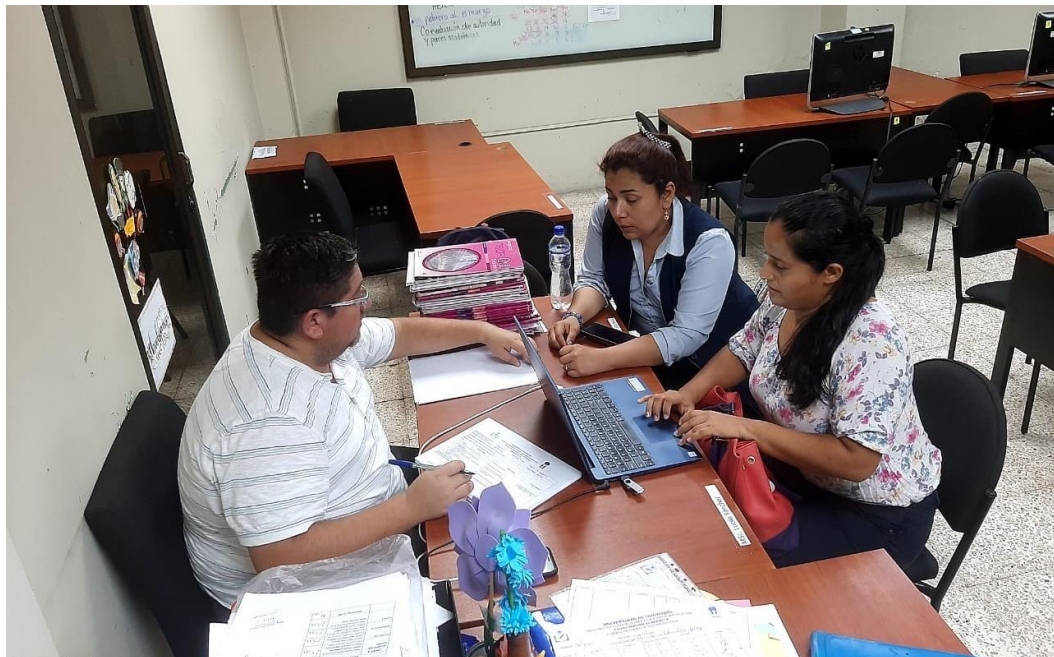
Rectora del Plantel



APPENDIX 2

PHOTOGRAPHIC EVIDENCE

FOTOS CON DOCENTE TUTOR



FOTOS DE LA INSTITUCIÓN EDUCATIVA



FOTOS DE LOS ESTUDIANTES



FOTOS ADMINISTRANDO LOS INSTRUMENTOS DE RECOLECCIÓN DE DATOS





FOTOS ENTREGANDO LA PROPUESTA



APPENDIX 3

RESEARCH INSTRUMENTS

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

OBSERVATION GUIDE

Objective of the Instrument: To identify the way in which intonation patterns are addressed during English class in order to contribute to the description of the problem. The observers will not intervene or alter the learning environment in which the students and the teacher operate.

Institution:	
Course:	
Section:	
Day of observation:	
Time of observation:	
Observer Name	

TEACHER	YES	NO
1. The teacher introduces the different intonation patterns explicitly or implicitly		
2. The teacher pays attention to the way the students speak		
3. The teacher provides additional material to practice the different intonation patterns		
4. The teacher encourages students to ask questions about how to speak in English		
5. The teacher assists the students with their pronunciation problems		
6. The teacher uses audio linguistic resources for the practice of intonation		
The teacher constantly evaluates the pronunciation of the students		
STUDENTS	YES	NO
1. The students pay attention to the teacher's explanations about English pronunciation		
2. The students have the opportunity to interact orally with their classmates.		
3. The students feel safe when communicating their ideas in English		
4. The students ask for feedback regarding their pronunciation problems		
5. The students accept the corrections the teacher offers about their pronunciation problems and try to improve		
6. The students use additional material to improve their pronunciation		
7. The students ask additional questions about how to speak and pronounce in English		

Designed by Katherine Cecibel Morante Moreira and Wendy Lissette Sanchez Recillo
Inspected by MSc. Juan Pablo Espinoza

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

SURVEY TO THE STUDENTS

Objective of the Instrument: To explore students' perceptions regarding intonation and the spoken discourse and contribute to the description of the problem

Instructions: Read each statement of this survey, and then answer it by marking with an "X" according to your personal criteria. The Likert scale has 5 options. Read each one before answering.

Student's name:	
Age:	
Gender:	
Course:	
Section:	

LIKERT SCALE				
1	2	3	4	5
Totally disagree	Disagree	Indifferent	Agree	Totally Agree

ITEMS	1	2	3	4	5
1. I know what intonation is					
2. I know the different intonation patterns					
3. I can produce the different intonation patterns in English					
4. I know how important intonation is when speaking in English					
5. I feel safe when I communicate my ideas in English orally.					
6. When I speak and interact in English with other classmates, they easily understand me					
7. I find all the sentences easy to pronounce					
8. I would like to perform more oral exercises to improve my pronunciation					
9. I would like to learn more about the importance of intonation when speaking					
10. I would like to use additional resources to improve my pronunciation and my way of speaking in English					

Designed by Katherine Cecibel Morante Moreira and Wendy Lissette Sanchez Recillo
Inspected by MSc. Juan Pablo Espinoza

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

INTERVIEW TO THE ENGLISH TEACHER

Objective of the Instrument: To know how the teaching of intonation patterns is being addressed in order to contribute to the description of the problem.

Question 1. Do you teach the different intonation patterns explicitly or implicitly?

Answer: _____

2. Do you pay attention to the way students talk?

Answer: _____

3. Do you provide additional material to practice the different intonation patterns?

Answer: _____

4. Do you motivate students to ask questions about how to speak correctly in English? Explain how

Answer: _____

5. Do you help your students with their pronunciation problems? Explain how

Answer: _____

6. Do you use linguistic audio resources for the practice of intonation in your classes? Explain

Answer: _____

7. Would you like to work with additional material to teach the different intonation patterns to your students?

Answer: _____

APPENDIX 4

REPOSITORY



Presidencia
de la República
del Ecuador



Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes



SENESCYT
SECRETARÍA NACIONAL DE EDUCACIÓN SUPERIOR,
CIENCIA, TECNOLOGÍA E INNOVACIÓN

NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY		
THESIS REGISTRATION FORM		
TOPIC: USE OF INTONATION PATTERNS TO IMPROVE THE SPOKEN DISCOURSE		
PROPOSAL: DESIGN OF A BOOKLET WITH AUDIOLINGUAL EXERCISES USING INTONATION PATTERNS		
AUTHORS Morante Moreira Katherine Cecibel Sánchez Recillo Wendy Lissette		TUTOR MSC. Juan Pablo Espinoza
		REVISOR
INSTITUTION Universidad de Guayaquil		COLLEGE Filosofía, Letras y Ciencias de la Educación
CAREER Lenguas y Lingüística		
PUBLICATION DATE		N° OF PAGES 121
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THEMATIC AREAS English Language Teaching		
KEYWORDS Intonation, spoken discourse, phonology, english teaching.		
ABSTRACT <p>Intonation allows reflecting differences in the meaning, intentions, and emotions of the speaker. It also allows transmitting feelings and reactions through variations in the tone of voice. Within this context, this research, which was carried out at Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado in 2019, aimed to analyze bibliographic material related to the different intonation patterns and spoken discourse in order to define the variables of the study and design of a booklet with audiolingual exercises using intonation patterns. The design of this research was mixed. The types of research used were: Basic, non-experimental, descriptive, and bibliographic. Three methods contributed to this study: Observation, documentary analysis, and systematic search. The techniques to collect information were observation, survey, questionnaire. Data were analyzed quantitatively and qualitatively. This research process allowed to design an educational proposal that included theoretical and practical aspects of intonation so that students could practice them and produce them with the teacher or autonomously. It is recommended to explore the benefits of intonation from other perspectives, such as its impact on the meaning or attitude of the speaker</p>		
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TEMA: USO DE PATRONES DE INTONACIÓN PARA MEJORAR EL DISCURSO HABLADO		
PROPUESTA: DISEÑO DE UN FOLLETO CON EJERCICIOS AUDIOLINGUALES UTILIZANDO PATRONES DE INTONACIÓN		
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RESUMEN <p>La entonación permite reflejar diferencias en el significado, las intenciones y las emociones del hablante. También permite transmitir sentimientos y reacciones por medio de variaciones en el tono de voz. Dentro de este contexto, esta investigación la cual se desarrolló en la Unidad Educativa Fiscal Mixta Dr. Teodoro Alvarado en el 2019 tuvo como objetivo analizar material bibliográfico relacionado con los diferentes patrones de entonación y el discurso hablado con el fin de definir las variables del estudio y diseñar un folleto con ejercicios audio linguales relacionados con la temática del estudio. El diseño de esta investigación fue mixto. Los tipos de investigación utilizado fueron: Básica, no experimental, descriptiva, y bibliográfica. Tres métodos contribuyeron a este estudio: Observación, análisis documental, y búsqueda sistemática. Las técnicas para recolectar fueron: observación, encuesta, cuestionario. Los datos se analizaron en forma cuantitativa y cualitativa. Este proceso investigativo permitió diseñar una propuesta educativa que incluyó aspectos teóricos y prácticos de la entonación con el fin de que los estudiantes pudieran practicarlos y producirlos con el docente o en forma autónoma. Se recomienda explorar los beneficios de la entonación desde otras perspectivas, como por ejemplo su incidencia en el significado o en la actitud del hablante.</p>		
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