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Tesis de Grado Para Optar al Título de  
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**Topic:** Didactic Strategies Applied in High Schools.

**Subtopic:** Didactic innovation based on a video-drama performance in the learning of English language on the sub skill of pronunciation with emphasis in general intonation of the students from 11<sup>th</sup> grade at Juan II Aleman Barbosa Institute during March to November.

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## **Dedication**

We dedicate this research primarily to our God for gives us the wisdom, strength and patient to carry out this work to the end.

To our parents; for their unconditional support during these years, who were our first teachers, who taught us to be responsible and helped us to understand the importance of setting goals.

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## **Abstract**

Intonation is a basic part of the oral language, it is essential to differ between questions and simple sentences. Intonation allows listeners divide the spoken language in order to understand the message.

The importance of English intonation does not have enough attention in foreign classes, mainly in high schools. A reason of this could be that teachers have not implemented any technique or strategy that helps students improve their English intonation. In this research is proposed a didactic innovation based on a video-drama performance and the objectives are focused on giving an alternative to help students from 11<sup>o</sup> grade of Juan II Aleman Barbosa institute improve English intonation in a dynamic and flexible way that allows them to participate in their learning.

It will be mentioned the most appropriate methods to develop speaking activities which can be focused on the practice and improvement of intonation. In addition, it will be taken into account the importance of cooperative work to make students share responsibilities, and work together to obtain good results. And it will be considered the importance and utility of technology to carry out the production of a video-drama performance.

In this paper is presented the methodology used in this investigation and all the information collected from the participants

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## **I. Introduction**

English language is a complex language that has many aspects that need to be studied; one of those aspects is intonation that is a suprasegmental feature of pronunciation.

Intonation allows students understand the meaning of their conversations when they are producing the English language. For that reason, it is essential that teachers look for ways of improving this part of the language and make students aware of the necessity and importance of having a good intonation.

This research was applied at the Juan II Aleman Barbosa Institute of La Paz de Carazo that is a public school. To start with this research a class was observed in order to determine a problem. It was identified the difficulty that students from eleventh grade have on producing the correct intonation when they develop speaking activities.

For that reason the goal of this research is to propose a didactic innovation based on a video-drama performance to improve English intonation of those students.

This work was carry out in stages; introduction, background, justification, setting of the problem, objectives (general and specifics), theoretical framework, the methodology, the data collection tools, data results analysis, conclusion, recommendations and the appendix.

The introduction argues the importance of the topic of this research, also mentions the main objective and the aspects that involves the topic.

The background presents the information about the works previously made about this topic and that support this research.

The justification contains the reason why this topic was chosen.

The setting of the problem defines the problem which determines the elaboration of this research.

The objectives show the purposes of this research.

The theoretical framework contains important information that supports this research.

The methodology explains the type of this research and the information of the participants that were taken into account in order to gather the information.

The data collection tools are clearly explained with their objectives.

The data result analysis explains all the gathered information from students and teacher of eleventh grade.

The conclusion shows the final results of the research process.

The recommendations argue some suggestions that the teacher can use to make students improve English intonation. Besides, there is explained the innovation that is proposed in this research.

Finally, there is attached the appendix that shows some material related with this research.



## II. Background

Damar, (2014) States, "Suprasegmentals features of the English language play a crucial role in communication, and proper intonation provides a high percentage of speech intelligibility". (p.227)

In other words in the teaching and learning of a second language the intonation is a necessary aspect that needs to be studied. However, teaching stress and intonation has been noted by many ESL (English as a second language), teachers and researchers to be extraordinarily difficult. "I am still having problems with fully integrating stress and intonation into my teaching of English pronunciation...this is an area that I and other teachers most continue to work with and improve". (Murcia, 1995, cited in Pincus, Pincus, 2013)

This means that it is necessary to look for ways of improving English intonation in order to get better results in the acquisition of the target language. As Garza, (2008) proposes, "researchers draws our attention to increasing number of foreign language programs beginning to integrate video materials into the curricula to optimize the student's comprehension of several features of the target language". (p. 57)

Some studies focused on the improvement of pronunciation and intonation have been developed in different places. Some of these are the following:

The Voice Mail Project was planned as additional practice of speaking English for an English pronunciation course. It was carried out in a university of Taiwan and two high schools of the United States by a teacher and researcher Bin Zou.

According to Zou (2012) "the voice mail was intended to reinforce what the EFL learners had learned in the classroom and then apply the pronunciation skills to real world communication. In accordance with the course content, each voice message from the ESF group focused on different pronunciation and intonation practice". (p.155).

In this project students were able to record, listen, revise, and repeat a recording until they were satisfied with their voice message. Zou (2012) argues, "In the final presentation EFL students mentioned that the process of recording, revising, and repeating voice messages had improved their English pronunciation and speaking abilities, also students noticed how intonation matters in real communication". (p.157)

Another project was developed at the Universidad Nacional Autónoma de Nicaragua, Farem Carazo, titled: Mejorar la fluidez en ingles a través de la Realización Colaborativa de un Video by Msc. Xiomara Valverde. Valverde (2013) explained, "The main purpose of this research is to investigate if fluency and pronunciation in English can be improved through the implementation of a collaborative video" (p.3)

### **III. Contextual framework**

Juan II Aleman Barbosa Institute is located two blocks to the west from the cemetery in La Paz, Carazo.

The school has a population of four hundred ninety seven students both female and male in the morning and afternoon shift. It has a workforce of fourteen teachers, among them two English teachers. The school principal`s name is Maria Concepcion Solis. In this School the English subject is taught according to the Ministerio de Educacion (MINED) curriculum.

#### **IV. Problem statement**

##### **4.1 Characterization of the problem**

The importance of intonation of English language in high school has no relevance for students. However, it is important to take into account that intonation helps to regulate conversational interaction, focusing attention on important elements of the spoken message. When listening to people speaking, it is necessary to comprehend the message by the intonation the speaker makes; otherwise, people can misunderstand and get confused. On the other hand, when people produce good intonation, we get a clear message about the attitude from the ways things are said.

##### **4.2 Delimitation of the problem**

At Juan II Aleman Barbosa Institute, the lack of focus on intonation is one of the problems that students have in the English class, as was identified through a class observation. A reason for this situation could be that teachers have not implemented didactic innovations that help students to improve their pronunciation focusing on the intonation.

##### **4.3 Problem formulation**

According to the state and the delimitation of the problem the following question was posed for this research: how a video-drama performance will help students from 11<sup>th</sup> grade at Juan II Aleman Barbosa Institute improve their English intonation?

##### **4.4 Problem systematization**

1. What kind of methods or approaches can the teacher use to improve the intonation of the English language in the students?
2. How effective is the use of video-drama in helping students improve their intonation?
3. How effective is cooperative work in helping students prepare a drama performance?

4. How useful will be the technology in helping students work on a video-drama performance?

## V. Objectives

### 5.1 General objective

Propose a didactic innovation based on a video-drama performance to help students from 11th grade at Juan II Aleman Barbosa Institute improve their intonation in English.

### 5.2 Specific objectives

- ❖ Mention the different teaching methods and approaches that can contribute in the development of the intonation of the students while they practice speaking activities.
- ❖ Consider the effectiveness of a video-drama performance as a strategy to help students improve their intonation.
- ❖ Explain the effectiveness of cooperative work and technology as tools to help students work on a drama performance.

## **VI. Justification**

Intonation is one of the most important aspects in oral communication. The correct use of intonation allows the message that is being shared to make sense. “In short, intonation needs to be a feature of classroom language analysis and practice. This will help students towards greater expressiveness and articulacy in English, and also help them to a better understanding of sounds of the subtleties of native – speaker speech” (Kelly, 2000, p.87)

For this reason it is important to pay attention to this aspect of the English language and make learner aware of the need of producing proper intonation. It can be useful that teachers started setting any time during class and teach aspect of pronunciation focusing on intonation.

Furthermore teachers can look for didactic strategies or techniques that facilitate them the way of teaching intonation making learners learn in a flexible way.

Due to the fact that in high school pronunciation of English language is not important, this proposal is based on the analysis and proposes of a didactic innovation based on a video-drama performance that will contribute to the improvement of intonation of students from 11 grade of the Juan II Aleman Barbosa Institute. On the other hand, it will give an option to the teacher to teach intonation in a different and dynamic way making students feel interested in their learning process.

## **VII. Theoretical framework**

English language is considered one of the most important languages in the world, because English is required worldwide to do most transaction. However, currently, there is not enough emphasis in teaching the proper use of it during English classes. The proposal presented in this project is intended to focus on the correct use of intonation in the English language. The proposal will be based on many theoretical areas. It is very much related to and supported by the conceptualization of innovation, concepts of speaking, pronunciation, intonation and its relationship with specific aspects, methods, and approaches that can help in the acquisition of English as a foreign language.

### **7.1 Innovation**

Mitchell (2003) defines innovation as “the implementation not only of new ideas, knowledge and practices, but also of improved ideas, knowledge and practices”.

This means that in the process of teaching, there is a need to innovate or improve some techniques in order to better achieve the goals set for the success of the students. It is important to select what type of activity is going to be used to make students involved and make them feel motivated for their own learning.

As Benjamin Franklin once said, “Tell me and I will forget, teach me and I will remember, involve me and I will learn.”

### **7.2 Speaking skill**

Learning a second language requires students put into practice different skills such as; writing, speaking, listening, and reading. Speaking is one of the most important skills to develop because it is one way in which people express ideas, feelings, and knowledge.

Bygate (1987) States:

Speaking is however, a skill which deserves attention every bit as much as literary skills. In both, first and second languages our learners often need to



be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they can make or lose friends. (p.7)

In addition, the skill of speaking has others sub-skills that help students better communicate. For that reason, it is necessary to develop these sub-skills. Below are some examples of these sub skills.

### **7.3 Pronunciation**

Pronunciation is a necessary part of speaking (oral communication). “It involves making the correct sound of a particular language, as well as how the sounds are put together in the flow of speech. A necessary part of intelligible pronunciation in English, also involves knowing how do stress work correctly and how to use intonation appropriately”. (Boyer, 2002, p.1)

As you can see, Speaking requires producing a good pronunciation to establish a conversation and to be understood. Besides, good pronunciation increases self-confidence and makes people feel capable to speak without fear. On the other hand, pronunciation involves other aspects such as intonation, stress, and fluency. All of these aspects are extremely important in the development and use of English language. However in this research, the main aspect that is going to be taken into account is intonation of English language.



### **7.4 Intonation**

Intonation plays an important role in speaking. Kelly (2000) states, “The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others”. (p.86)

Some features of intonation are the rising and falling intonation


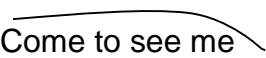
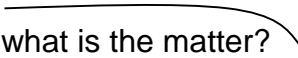
**7.4.1 Rising intonation:** As its name indicates, in rising intonation our voice goes up in a specific part of a statement.

Clifford, (1957) showed that, “rising intonation is normally used at the end of questions which do not begin with an interrogative word (that is to say, questions which may be answered merely by yes or no)” (p.38)

Examples:  Are you ready?  Will you read it for me?

**7.4.2 Falling intonation:** Falling intonation is different from rising intonation, in that our voice goes down in a specific part of a statement.

Clifford (1957) Also stated, “Falling intonation is normally used at the end of simple statement of fact, commands and questions which begin with an interrogative word, such as what, who, why, etc.” (p.39)

Examples:  This is my wife  Come to see me  what is the matter?

Nowadays teachers do not take into account the importance of having good intonation when they teach English. They just focus their attention on how words are written and pronounced, making students ignore how the voice will sound. Additionally, in high schools, students do not place importance on the English intonation; they just pay attention to other language features.

Kelly (2000) explains:

Students’ difficulties with intonation are not helped by the fact that concentration on grammar and vocabulary often takes their attention away from this feature. Struggling to find the right words will mean that the smooth movement of intonation will be interrupted. (p.87)

For that reason students are not motivated to improve their intonation which is also related to grammar and others aspects to be explained.

## 7.5 Grammar and intonation

In school teachers do not pay too much attention on teaching intonation and how to pronounce in a proper way, they just focus on the idea of teaching how English

language is structured taking grammar as the bridge to learn a language, it is also known that grammar has a link with pronunciation and may help in the development of intonation if it is used in a proper way. Non-native English speakers need to follow grammatical rules in order to give a logical message. This means using the correct structures of sentences in a speech combining the structure and the intonation of each grammatical structure to help the speakers to produce the language in a fluent way. For example, if students understand and determine the difference between statements and questions they will produce the correct intonation.

Kelly (2000) said in his book *How to Teach Pronunciation*, “many attempts have been made to show connections between intonation patterns and particular types of grammatical structure” (p.89). When a teacher is developing a grammar class he can teach some intonation patterns, for example rising and falling intonation, as in a question expecting “yes/no” answer, (Is it the blue one? Or Have you got a pen?) We produce these questions with a rising intonation.

On the other hand when we produce a statement like “he lives in the house on the corner. It is over there” this statement is produced with a falling intonation.

### **7.6 Attitude and intonation**

Intonation is not related just with grammar. It also has a connection with the attitude of the speaker, in different kind of speeches the main purpose is to transmit a message, and the use of good intonation makes the audience understand the feelings and thoughts of the speaker. Depending on the attitude of the speaker many meanings can be derived from a simple statement, for example if you received news that your best friend is going to get married and you answer “Really? Are you going to get married?” with a tone of enthusiasm is not the same as saying “Really are you going to get married?” in a tone of sarcasm. The same phrase can show happiness or disgust, if it is used with a different attitude, the intonation it is going to change.

Kelly (2000) affirmed that, “In real face to face communication many things contribute to how the message is delivered and understood (...) and the Intonation gives important indications of it.” (P.95-96)

## **7.6 Discourse and intonation**

Kelly (2000) states:

A discourse approach to intonation examines how the stresses we make, and the tone we employ when speaking relate our utterances to the surrounding language. The term *discourse* refers to a stretch of meaningful language. Intonation can be used to present ideas and information within utterances, conversation or monologues. (p.101)

When a person gives a speech and has a large audience it is necessary to make them understand the purpose of the speech. Here intonation plays an important role because it helps to point out the importance of the information that is being covered and also helps to guide and control the conversation. The speaker knows the time to discuss some facts or opinions and make questions about the topic that is being developed.

As Wells (2006) states:

In the discourse the intonation signals how sequences of clauses and sentences go together in spoken discourse to contrast or to cohere. It functions like the division of written text into sentences and paragraphs. It enables us to signal whether or not we have come to the end of the point we are making; whether we want to keep talking or are ready to give another speaker a turn (p.12)

## **7.8 Methods and approaches that help to improve the oral skill**

Through history there have been changes to improve the effectiveness of language teaching, often focused on the teaching method and its goal, such as moving toward oral proficiency rather than reading comprehension as the goal of language study. (Richards, Rodgers, 2014, p.3)

Bancroft (2005) States,

Language-acquisition methods are based on the way in which children learn their native tone, a “successful”, approach in which listening comprehension precedes speaking which, in turn, precedes reading and writing such memory-enhancing and linguistic-structuring devices as games, songs and play activity are utilized. P (53)

Researchers and people who are interested in teaching have made efforts with the purpose of improving the way of teaching language. All these changes could be affected by technology. As a way to take advantage of those changes without losing the main purpose to teach a language, we need to adapt the teaching and learning methods and adapt ourselves to every change.

Nowadays, there are teachers who still use traditional teaching methods in class. The most common known previous teaching methods are the Grammar Translation method, the Direct method, Suggestopedia, Audio-lingual method, Total Physical Response, and the Silent Way. However, some of them are not appropriate in developing oral activities and in improving the intonation of the students.

For that reason it is important to analyze the methods and approaches that a teacher can use to develop oral activities.

### **7.8.1 The Direct Method**

The Direct method is considered appropriate to develop oral skills. According to Brown (2001) “in the direct method the second language learning should be more like the first language learning” (p.21) For that reason it is applied to a lot of interaction and just the target language is used in order to improve it.

Teachers can use this method if they want their students to improve their speaking skill. Diller (1998) states:

The direct method has one very basic rule; no translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be

conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students` native language. (p.24)

### **7.8.2 Suggestopedia**

Salim (2001) Claims, "Suggestopedia is a method developed by the Bulgarian Psychiatrist-educator Georgi Lozanov (...). The characteristics of suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher". (p.98)

Bancroft (2005) States, "Suggestopedia (...) emphasize the importance of intonation or tone voice as well as rhythm in the presentation of the material for memorization." (p.187)

Lozanov (1992) Stated: "In this approach, learners may assume different identities through dramatic roles and puppetry. Students immerse themselves in the character being played". (p.120)

### **7.8.3 Communicative Approach**

Also there are some approaches that are useful to emphasize oral interaction. For example the communicative approach, as its name says, emphasizes communication in the target language.

With this approach the class becomes a communicative class, and as Brown (2001) said, "In a communicative class students have to use the language, productively and receptively, in unrehearsed contexts outside the classroom" (p.43).

The oral activities in this approach are related with the real-life contexts and give the students the opportunity to focus on their needs, so they will be prepared for their future.

According to Brown (2001): "The teacher is equipping their students with tools for generating unrehearsed language performance "out there", when they leave the womb of their classroom" (p.42)

#### **7.8.4 The Natural Approach**

This is another approach that is similar to the direct method the basis is to learn in a natural way. The teacher is in charge to make students understand what they say, using an understandable vocabulary.

Krashen (1981) states, "This approach focuses on providing a context in the classroom for natural language acquisition to occur with acquirers receiving maximum "comprehensible input" and establishing the optimal conditions for lowering second language learners' "socio-affective filters". (p. 78)

#### **7.8.5 Learner-centered instruction**

Another approach that is necessary to take into account is the learner-centered instruction, because as Collins, and O'Brien (2003) states, "This learning model places the student in the center of the learning process. The Instructor provides students with the opportunities to learn independently and from one another and coaches them in the skill they need to do so effectively." (p.449)

For that reason, it is beneficial because students are involved in their learning and the learner centered instruction includes techniques that are focus on the needs, styles and goals of the student. Furthermore Brown (2001) states: "The learner-centered instruction includes techniques that allows for students creativity and innovation." (p.47). So, students can find a motivation if this approach is used.

As mentioned before, there are different teaching methods that are appropriate to develop oral activities and can emphasize intonation. It is important to take into account that it is not necessary to use only one method in the classroom, it is easier when there is a combination of methods. However, sometimes it is necessary to use didactic innovations that help to improve some language features. Talking about intonation, one tool that can be beneficial to put into practice and improve English intonation, is a video-drama performance.

Drama has some benefits for the teacher and students. For example: through a drama the teacher can identify weaknesses of the students in speaking. Additionally, students interact with their classmates and learn from each other. One of the characteristics of a video-drama performance is that the cooperative work is present.

## **7.9 Drama**

Holden (1981) takes drama to define:

Any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation. The students may do this by themselves or with one or more fellow students; they may act either in a controlled way by the teacher or they may be left fairly free to work matters out. In both cases students interact with other people and react to what they do and say, making use of their own personal store of language in order to communicate in a meaningful manner (p.8)

Davis (1990) States, "Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities" (p.88)

### **7.9.1**

#### **Advantages of drama**

Drama can be useful in the English classroom, and it is important to consider that its use can help students in a beneficial way. "Several advantages of teaching language through drama as follow" (Heldenbrand 2003, cited in Moghaddas & Ghafariniae, 2012)

- Drama puts new vocabulary and expressions in their proper context and environment. Sam (1990) concludes that, "Drama helps to extend, retain and reinforce vocabulary and sentence structure through role-play and communication games".(p.5)



This means that drama allows students to improve their vocabulary in a different way which gives them the option to choose the vocabulary and the way they want to perform.

- Drama helps in getting acceptable pronunciation and intonation in English. Goodwin (2001) Writes, “Drama is a particularly effective tool for pronunciation teaching. Since various components of communicative competence (discourse intonation, pragmatic awareness and non-verbal communications) can be practiced in an integral way”. (p.126)  
The activity of a drama performance demands a lot of speaking practice and vocabulary. This can be helpful for students because they will improve their pronunciation and intonation.
- Drama helps students to take responsibility for their own learning. In high school students need to be responsible for their own learning process. However, the teacher should pay attention to students and train them how to work during class. After that, students are the ones responsible to achieve class purposes.
- Drama encourages learners and builds up their confidence to speak in public. Speaking is the key among humans to get a conversation and share a clear message. The use of drama encourages learners to worry about their speaking ability and the way they speak in front of people. When they perform a drama they carefully select the vocabulary and practice pronunciation in order to success in front of the audience.

As you can see, the use of drama in the classroom has many advantages and is not only beneficial to the students but also to the teacher. In high schools students are used to being bored during English class, for this reason they lose interest in developing English skills. The use of drama can help teachers to motivate students to learn and get involved in their learning process.

According to Maley and Duff (1982) “studies show that drama activities can motivate language learners and teachers”.

Students get motivated when the teacher uses communicative activities which allow them to interact with their classmates, putting into practice what they have learnt and putting away those fears at the moment of speaking. Drama gets all students involved and makes them work together.

Aldavero (2008) States, “drama activities let students to communicate in the foreign language including those with limited vocabulary.”(p.1)

### **7.9.2 The elements of drama**

Altenbernd & Lewis (1989) mentions some elements that drama performance involves:

- Dramatic conventions: a play is manifestly not a real but an artificial representation of life. It asks from the audience an active adoption of the rules of the game an acceptance of a good many dramatic conventions. All conventions are a testimony to the pleasure the audience expects to receive by adopting them.(p.11)
- The play story: the story base of a play may be original with the dramatist or borrowed from legend, story or fiction.(p.12)
- Characters: the basis of a play (...) the action must center on a few principal characters.(p.13)
- Plot: the playwright orders and connects the events in a story to form a plot, a casual or motivated sequence of actions which introduce a conflict into the lives of a group.(p.16)

Lozanov (1992) agrees that “in dramatic play learners unconsciousness can project itself into the creative effort, allowing them to feel freer to express their emotions and experiences.”

## **7.10 Video-drama**

Sherman (2003) states, “here means everything which tells a story about fictional characters. One reason for using video-drama is that language students want it. One reason why it is so important for language learning is that it is a window into culture.”(p.12)

In literature, there is also a consensus that videos are more intrinsically motivating than audios made for EFL/ESL teaching since they embody the notion of “a film with a story that wants to be told rather than a lesson that needs to be taught. (Ward & Lepeintre 1996 p.28, cited in Damar, 2014)

Damar (2014), argues that “Through films, longer pieces of discourse are used to allow students practice stress and intonation which is beneficial, since most pronunciation books provide short, limited context for practicing the suprasegmental features”(p.228)

The use of video-drama involves students in cooperative activities because the realization of it needs to be well organized and prepared, taking into account its elements. The use of the cooperative work would be useful to make students work together.

## **7.11 Cooperative work**

Djordjevic (2007) states “Cooperative work is the use of small groups in an instructional setting with the goal of students working together to learn from each other”. (p.1)

When the students work in groups they can lose the fear of interaction with others and they will become sociable. Also this strategy promotes the intrinsic motivation in students and other benefits. Brown (2001) stresses: “Cooperative work promotes self-esteem, creates caring and altruistic relationships and lowering anxiety and prejudice” (p.47)

There are some advantages that cooperative work has when it is used in the classroom as Pedersen & Digby (2014) mentions.

- Cooperative group work learning activities give students the sense of accomplishment when they contribute. Students are more likely to ask questions in a small, less intimidating group than in a large class.
- Cooperative work activities allow the teacher time to interact with those students who need extra attention.
- Cooperative group learning activities are fun for the students.
- Cooperative group learning activities allow students to compare their knowledge level with other group members.
- Most students found that working with classmates increased their understanding of the material. (p.298)

The use of cooperative work in the classroom can give teachers advantages in order to make students successful.

In the process of learning of the students it is important that the teacher focus his/her attention on using student-centered teaching strategies and techniques. An important medium that has helped teachers to develop their classes is the use of technology, which facilitates student learning.

## **7.12 Technology**

Technology is broadly rewards as the knowledge and skills and creative processes that might assist people to be utilize tools, resources and systems to solve problems and enhance control over the natural and made environment in an endeavor to improve the human condition. (UNESCO 1985, cited in Edwards, 2012 p.5)

In the developed world, technology is also at the heart of the process of educational reform. (Tinio 2003, cited in Edwards, 2012 p.1)

Technology is very important for our life and it is a beneficial tool that combined with education can facilitate the process of teaching-learning.

Wankel & Blessinger (2013) states, “the technology integration in learning processes allows participants to extend learning outside the class, promote learners critical approach, enhance interaction among participants and their problems solving and collaboration skills”. (p.148)

In the realization of a video-drama, technology is a powerful tool because students can make use of a variety of technological devices as; cellphones, cameras, computers et al.

But technology is not useful just to record a video-drama, the technology related with education also has made a great change in the way classes are taught; modern machines are used to facilitate the process of teaching-learning.

The use of technology for learning offers a variety of opportunities, for both teachers and students, including instant global communication, real time access to limitless information, access to environments that can be inaccessible or too expensive in a classroom setting living a simulated experience otherwise costly and time consuming, allowing them to repeat the experience as many time as necessary. (Buckenmeyer 2010, cited in Wankel et al 2013 p.149)

The incorporation of technology to the learning process involves the use of tools that a teacher can use to develop a class. The most common are the computers which can give a great help to students if they are used properly.

Chun (2002) states,

Computers software can be used:

- To provide learners with visualization of the intonational patterns and with specific feedback to help them perceive the meaningful contrasts between L1 and L2 so that they can improve their speech production.
- Provide learners with authentic and extensive speech and cultural input and in turn to hone learner’s perceptual abilities.
- Facilitate record and analyze interactions between and among speakers.

- To build tools for research purposes e.g.: data collections tools, to record students' performance, progress and steps toward self-correction.(p.120)

Nickerson & Zodhiates (2013) says “the technology will be used to encourage intellectual exchanges among students within a classroom.” (p.15)

Students can use this the technology to share their knowledge and helps others to improve a skill and if the technology and an innovation like a video drama performance are combined, it will give more opportunities to the students to improve their learning in different areas, such as in the language and the new art of technology.

## VIII. Methodology

This investigation has a qualitative approach because a problem was identified and studied in their natural setting. Newby (2013), defines qualitative approach as “An investigation of a single instance, usually with the goal of identifying and perhaps understanding how an issue arose, how a problem was resolved, often with the purpose of isolating critical incidents that act as decision points for change”. (p115).

In addition, it is an exploratory investigation because after identifying the problem it was collected different information that support the topic to develop in this investigation.

According to Krishnaswamy, Lyer, Mathirajan (2009), “in exploratory research, problems are sought, and the design is, therefore, flexible and emergence as the study progresses. Exploratory study consists of getting information from research literature, secondary sources, and knowledgeable persons” (p.183)

The population was the students from eleventh grade of the Juan II Aleman Barbosa institute composed by 50 students. The sample was compounded by ten students from eleventh grade and an English teacher.

## **IX. Data collection tools**

In this research different data collection instruments were applied, firstly it was carried out a class observation guideline, then was applied a survey to the students, and finally a written interview to the teacher, in order to gather specific information from the participants.

### **9.1 Class observation guideline:**

Jarvis & Wilson (1999) defines a classroom observation as, “initial practical placement for student teachers, during which they watch experienced teachers, teach” (p.78)

The aims of the class observations were based on the objectives of this research, also the class observations were required in order to know the way teacher teaches the class, and students’ attitude toward learning English intonation. Three classes were observed to gather the enough information and make this research reliable.

### **9.2 Interview**

Jupp (2006) defines Interview as “a method of data collection, information, or opinion, gathering that specifically involves asking a series of questions. Typically an interview represents a meeting or dialogue between people where personal and social interaction occur” (p.157)

The interview was just to the teacher. It was focused on knowing the way the teacher develops the class and which are the difficulties he has to teach intonation. Also it was taken into account the opinion of the teacher about the use of the technology and the implementation of a didactic innovation to improve English intonation.



### **9.3 Survey**

Jupp (2006) defines survey as, “any collection of data from a sample of individuals (or groups) at a particular point in time as a basis for inferring the characteristics of the population from which the sample comes” (p.53)

The survey was applied to a sample of ten students from eleventh grade of the Juan II Aleman Barbosa institute. The survey was explained to the students in a clear way in order to get logical answers. The questions were designed to get the opinion of the students about the importance of English intonation and in what way they prefer to learn more about this. In addition they could give their point of view about the innovation that is proposed in this research in order to improve English intonation.

## **X-Descriptive Analysis**

Each of the instruments were designed to obtain the enough information that will support the objectives of this research. Each of the questions were related to the specific objectives

### **10.1 Class observation guidelines**

To start with the application of the research´ tools, it was briefly explained to the English teacher and students from eleventh grade, the purpose of the visits to the institute and the purpose of each instrument.

The objectives of the class observations were to identify the method(s) that is used by the teacher to improve English intonation, and to determine if the teacher makes use of the cooperative work to develop speaking activities.

In the first class observation the teacher made a review about irregular and regular verbs, the teacher gave an explanation about the pronunciation of those verbs, for that reason there was not use of oral activities where the intonation was practiced, the teacher just focused on the different pronunciations of the verbs in past. There was not use of cooperative work. Most of the students were paying attention to the explanation of the teacher, others were talking with their classmates about others situations.

In the second class observation, the teacher continued reviewing the form and pronunciation of the verbs in past tense. He made questions about the rules of changing verbs to the past form. Then, he made students practice the pronunciation of the verbs in the past form. There was not use of oral activities, no use of cooperative work. Students did not have any chance to practice English intonation and develop oral activities.

In the third and last class observation the teacher reviewed the passive and active voice. He was making questions to the students about the way of change sentences to active-passive form. Students did not work in groups and the teacher did not apply oral activities to make students practice English intonation.

## 10.2 Survey

The survey was structured according to the objectives of this research. Besides, the questions were designed to find out the opinion of students about the importance of English intonation and its function, to determine the way students prefer to work during class, to know their opinions about the use of technology in the classroom and their point of view about a didactic innovation based on the performance of a video-drama to improve their English intonation.

The 90% of the students answered that they know the function of intonation. However, the 30% of it do not have a clear definition about what intonation means. They relate it with the phonetic aspect of pronunciation. The 100% considered that intonation is an important aspect in the learning of English language and they want to learn more about it.

The 60% of the students expressed that the teacher has never explained about rising and falling intonation. A 30% did not answer the question and a 10% expressed that the teacher had made an explanation about this topic. On the analysis of the survey 70% of the students answered that the teacher applies oral presentations and discussions.

One of the purposes of the survey was to determine the way students prefer to work in the classroom. Taking into account the cooperative work, a 70% of the students expressed that they prefer to work in groups because they can help each other in order to improve their English intonation while they practice speaking activities. The 30% expressed that they prefer to work individually.

Furthermore, the 70% of the students considered that they can learn and improve intonation through oral activities such as (role plays, games, dramas), because in this kind of activities they can put into practice the speaking skill. On the other hand, the 30% expressed that they learn more through grammatical explanations.

Talking about technology, the 60% of the students expressed that they would like to use technology as a new didactic material to develop English classes. The other

40% prefer to use new books that involve the practice of English intonation. It is important to mention that all of them were agreed that technology is a helpful tool to improve English intonation.

In addition, the survey contained some questions that figured out the opinion of the students about the use of a didactic innovation based on a drama performance in order to improve English intonation. The 60% of the students considered that this could be a way of improve this part of the language by checking their mistakes and correct themselves. A 40% considered that it is an interesting activity to do but it takes a lot of time and resources to complete it. They also highlighted that shyness is a big problem to develop this kind of assignments.

To finish the analysis of the survey it is mentioned that the 70% of the students have a cellphone, 10% have a camera and 20% a computer to carry out a video-drama recording.

### **10.3 Interview to the teacher**

The objectives of the interview were to find out the method(s) that is used by the teacher to help students improve English intonation, to know his opinion about the importance and effectiveness of the cooperative work to develop speaking activities and know his opinion about the didactic innovation that is proposed in this research to improve English intonation.

The teacher explained that he makes use of the Total Physical Response Method because is one of the most useful to improve English pronunciation and intonation. On the other hand he achieves the aims of the class. The strategies that the teacher uses to help students improve English intonation are repetition, role plays, singing songs and feedback focusing on intonation. However, he expressed they are not the best to use. The teacher expressed that depending on the objectives and program, he applies oral activities at least once a month because he needs to attend other abilities and he argued that it is helpful to use cooperative work to develop speaking activities.

The teacher gave his opinion about the use of a video-drama performance to help students improve their intonation, he expressed that it can help students to listen and correct their intonation. On the other hand, he signed that some disadvantages could be that is not practical to apply this innovation having large classes and not all students can be motivated to do it. Furthermore, he expressed the use of technology during class is excellent, because English become more attractive for students and English learning could be easier than what they think it is. He told that he have used technology to watch videos and play songs.

## **XI-Interpretative analysis**

### **11.1 Class observation**

According to the information obtained from the class observation it was identified that the teacher does not pay attention to the intonation of the students also he does not to make students produce the English language in class.

When the teacher is developing the class he explains and concentrates just in grammar and he does not take the opportunity to teach students something else like the different tone that we give to the questions and statements.

It was observed that the way of teaching of the teacher is traditional. In all the classes he used the grammar translation method, and did not give the opportunity to the students to practice speaking skill.

Due to the teacher does not use oral activities is difficult for students improve their intonation because they do not have time to practice and the teacher does not take a short time to teach them about it.

Also was identified that the teacher does not make use of the cooperative work. We consider it is necessary and helpful to make students work cooperatively to improve their learning process.

Cooperative learning is a strategy which gives a variety of learning techniques in working together. The process of group learning helps improve the pupils self-esteem, enthusiasm to go to school, interest to learn the subject, realization of their responsibilities, ability to work with others, accomplishments and interpersonal relation across ethnic and ability lines.(slavia,1999, cited in Songco, Tavera, Angeles & Dakila, 2002.)

It was not observed that students obey some instructions because the teacher did not orient any activity to work in groups.

Students are not interested on using the target language during class. A reason could be that the teacher does not motivate them to do it.

When students produce the English language they are not aware if they produce a statement or a question, they do not have a correct intonation while they speak.

Due to the teacher have never explained students about the importance of intonation, students do not use it correctly.

The teacher must set a short time to attend suprasegmental aspects of English pronunciation (intonation) and clarify the doubts of his students about it.

## **11.2 Survey**

The majority of the students know the function of English intonation however some of them do not have a clear definition of it and they make a relation with the phonetic aspect of pronunciation.

All the students know the importance of have a good intonation they consider that if they speak English and use a correct intonation people can understand the message that they want to transmit.

The students want to know more about English intonation because they think that English is an important language and it will help them to improve this sub-skill. Unfortunately the teacher never had explained about it.

All the students answered that they know how to produce the correct intonation of a question or a sentence. However in the classes' observations it was noted that they do not do it correctly.

With the information gathered was identified that oral activities such roll plays, short dialogues, and dramas are appropriate to help students improve English intonation.

Most of the students answered that the teacher orients to work in groups, it means that the teacher expects that students would learn more.

Students prefer in groups because in that way they can help each other to clarify doubts and improve the second language acquisition.

With this result it is affirmed that the use of cooperative work during class is helpful to make students improve English intonation.

Students prefer to learn through oral activities because it is a funny and attractive way to improve and practice the speaking skill.

Technology can be a useful tool to facilitate the learning process and help students improve their English intonation.

Nowadays, students are attracted by technology and it can be useful and helpful to use it in order to improve English skills especially intonation by listening and watching videos not only in the classroom also in the social environment.

Through videos performances students can check their intonation and identify mistakes. Students expressed that it is a good way to learn. However, some of them expressed that it can not be a good idea for those students who are shy.

Teenagers have available different technological devices to produce a video. Computers and cellphones are mostly used by students.

### **11.3 Interview**

Teaching in high schools is a great challenge. Teachers have to face with difficulties such as lack of time, lack of didactic materials and struggle with the lack of interest of students which is one of the most serious problems.

The teacher said that he uses total physical response method but what was identified in the different classes' observations is totally different he used a traditional method that it is not the best way for students learn about English intonation.

The teacher expressed that he achieves the aims of the class by using total physical response method. However, this method is better to improve listening skill.



“Total physical response consists on a long period of listening and developing comprehension prior to production. Students respond to commands that requires physical movement” (Cram, 2012,)

The teacher signed some techniques he uses to improve students English intonation. However, during the observed classes he did not used any technique to develop the class.

Teachers need to look for strategies and techniques that facilitate and allow students acquire better the learning. “With the use of strategies and techniques the learners are actively involved in the learning process” (O`shea, 2002)

Cooperative work is a strategy to develop activities. It makes students share ideas and improve weaknesses of a specific situation.

The teacher has not too much time to apply oral activities during class. He expresses that it is necessary to pay attention to other skills but the teacher needs to make students aware about the importance of intonation.

The teacher expressed that using a video-drama performance to help students improve their intonation can be useful because students can listen and correct each other.

Teachers need to realize that an innovation can also fail if participants are not minded to follow the process of the activity. An innovation can has disadvantages too. Here the teacher explained some of the disadvantages that this innovation can has.

Technology is facilitating the way teachers teach, by using technological devices which motivate students get involved in their learning. The teacher thinks it is an excellent source to use in class because students would be attracted to learn in a different way.

“the use of technology in the classroom has a positive effect on students attitudes because they feel more successful, are motivated to learn and have better self-confidence”(Francois, 2012, p.157)

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. The teacher explained that he have used technology during class to watch videos and conversations on it.

## **XII- Conclusion**

Nowadays, teachers need to be careful in the way they teach. It is important to look for ways of improve the teaching-learning process applying techniques and strategies that help students better achieve the acquisition of English as a foreign language.

During the process of investigation it was observed that the teacher does not give students the opportunity to practice the English language and practice their intonation. Firstly, the teacher does not use any good technique to encourage students feel disposed to produce the English language and improve their intonation.

The teacher does not pay much attention to dedicate any time during class to practice and make use of a method to improve English intonation. Besides, he does not make students work cooperatively in order to correct and improve their mistakes by themselves while they produce the English language.

On the other hand, students are not interested in learn English as a foreign language. For that reason the teacher needs to look the way of making students interested in participate and improve their learning.

Furthermore, students' interests are directed to use technology in the classroom. So, it could be a good advantage for the teacher to use any kind of technological device to improve English intonation.

In addition, students are interested in participate in other kind of techniques that allow them to learn in a funny way. For example they agreed that perform a video-drama is a good idea to improve their English intonation.

### **XIII-Recommendations**

Based on the results of this investigation here are some useful recommendations for teaching English with a focus on improving students' intonation in eleventh grade Group "A" at Juan II Aleman Barbosa Institute.

The teacher should:

1- Look for and investigate appropriate teaching methods that can help him to teach English intonation and apply activities that focus on practicing English intonation.

2- Use more creative techniques and strategies that facilitate the way he develops the class and gets students involved in their learning by giving them the chance to practice the foreign language in an effective way during class.

3- Make more use of the cooperative work to make students work together and interact each other in order to correct and learn by themselves.

4- Choose a specific time of the class to explain students some aspects about the importance of intonation and apply some activities that allow students practice their intonation.

5- Use a video-drama performance as a strategy to improve the English intonation of the students. This innovation consists in performing a short dramatization and recording it with the purpose of making students practice some aspects of English intonation as rising and falling intonation by making questions and giving answer according to the topic that will be played. After that, the students will share their videos in a Facebook group where they can share ideas and comments about the performances. On the other hand, the teacher has to get involved as a guide to make students aware of the mistakes and aspects related to intonation they need to improve.

He can follow these steps:

a) According to the topics set in the curriculum provided by the MINED the teacher can choose topics related to the unit that is being covered.

b) Depending on the amount of students the teacher must divide them in groups of five or seven (as maximum).

c) Then the teacher must assign a topic to each group.

d) Students have to write the story and ask to the teacher for feedback.  
e) The teacher has to orient students the way they can record the video.  
f) After the students record the videos they have to give them to the teacher.

g) In this last step technology is essential to give sense to the innovation; the teacher must create a Facebook group and upload the videos. In that group students can see and share ideas about all the videos by commenting if they can note some mistakes of intonation and improve them when they do another assignment with the help of the teacher.

6- The teacher should apply this strategy more than once in order to improve effectively the English intonation of the students. In this way the teacher can note if students have improved this sub skill of the English language.

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## Appendix

### Appendix 1



In these pictures students were answering the survey.



Here the teacher is giving grammatical explanation about irregular and regular verbs past form.

## Descriptors Matrix

| Specifics objectives  | Questions guidelines  | Specifics questions   | Informant | Tools             |
|---|---|---|-----------|-------------------|
| Mention the different teaching methods and approaches that can contribute in the development of the intonation of the students while they practice speaking activities. | What kind of methods or approaches can the teacher use to improve the intonation of the English language in the students? | Does the teacher make emphasis on the intonation of the students?   | Teacher   | Class observation |
|   |   | Does the teacher use an appropriate method or approach to develop speaking activities?                                  | Teacher   | Interview         |
|   |   | Do the oral activities give the opportunity to improve or learn the use of correct intonation of the English language?  |           |                   |
|   |   | Does the teacher use the explanation of grammar to introduce some aspects of intonation as rise and falling intonation? |           |                   |
|   |   | Which ones have been your difficulties to teach pronunciation and intonation English language?                          |           |                   |
|   |   | What kind of teaching method or approach do you apply in class to facilitate students improve English intonation?       | Students  | Class observation |
|   |   | Do you achieve the aims   | Students  | Survey            |

|   |  |   |          |                   |
|---|--|---|----------|-------------------|
|   |  | <p>of the class by using that method or approach?</p> <p>¿Cuando hablas sabes darle entonación a una pregunta o a una exclamación?</p> <p>¿Alguna vez el profesor te ha explicado sobre la entonación ascendente y descendente?</p> |          |                   |
|   |  | Does the teacher clarify doubts of his students about the correct use of intonation?  | Teacher  | Class observation |
|   |  | <p>What kind of strategies or techniques do you use to help students improve English intonation?</p> <p>Do you think it is the best one to use?</p>   | Teacher  | Interview         |
| Explain the effectiveness of the cooperative work as a strategy to help students to work on a drama performance | How effective is the cooperative work to make students work on a drama performance | <p>Does the teacher make use of the cooperative work to make students share knowledge and help each other to use the correct intonation?</p> <p>Do the students follow the instruction of the teacher when he orients group</p>     | Students | Class             |

|  |   |  |          |             |
|--|---|--|----------|-------------|
|  | ? | work?  |          | observation |
|  |   | <p>Durante la clase de inglés tu maestro orienta trabajar en: parejas, grupos o individual.</p> <p>¿Cuándo trabajas en grupos tú y tus compañeros se corrigen para darle la entonación correcta a una pregunta o a una oración?</p> <p>¿Qué tipo de actividades enfocadas a desarrollar la entonación usa el profesor durante la clase? Rol plays, dinámicas.</p> <p>Para practicar la entonación durante la clase prefieres trabajar en: grupo, individual.</p> | Students | Survey      |
|  |   | <p>Does the pronunciation and intonation of the students are acceptable?</p> <p>Do the students use the target language when they work in groups? How do you rate it? Good, bad, why?</p> <p>Do the students show interest on produce the</p>  | Teacher  | Interview   |

|   |  |  |          |                   |
|---|--|--|----------|-------------------|
|   |  | <p>correct intonation of sentences or question?</p> <p>Do the students know how to express feelings using their intonation?</p>  | Students | Class observation |
| Consider the benefits of a video-drama performance as a strategy to help students to improve their intonation | Is effective the use of a video-drama to help students improve their intonation? | <p>Do you think that the use of a didactic innovation based on a video drama performance can help students improve their intonation? Why?</p> <p>Which advantages or disadvantages this innovation can have?</p>   | Teacher  | Interview         |
|   |  | <p>¿Sabes cuál es la función de la entonación al hablar el idioma inglés?</p> <p>¿Crees que es importante tener una buena entonación al producir el idioma inglés?</p> <p>¿Te gustaría aprender más sobre la entonación del idioma inglés?</p> <p>Consideras que puedes mejorar la entonación del idioma inglés a través: de actividades orales, explicación gramatical.</p> <p>¿Que opinión tienes sobre grabar un video con el propósito de mejorar la</p> | Students | Survey            |

|  |  |   |                                |                                |
|--|--|---|--------------------------------|--------------------------------|
|  |  | <p>entonación del idioma inglés?: Buena, regular, mala. ¿Porque?</p> <p>¿Qué tipo de material didáctico te gustaría utilizar durante la clase para mejorar la entonación del inglés?: libros nuevos, tecnología.</p>  |                                |                                |
| <p>Mention how useful is the technology to help students to work on a video-drama performance.</p> | <p>How useful will be the technology to help students to work on a video-drama performance ?</p> | <p>¿Consideras que la tecnología es importante para ayudarte a aprender inglés y mejorar la entonación? ¿Porque?</p> <p>¿Qué tipo de instrumentos tecnológicos tienes disponibles para grabar un video? Celular, cámara, Tablet</p> <p>What do you think about the use of technology and its influence in the English teaching?</p> <p>Have you used any kind of technology in your English class? Which one?</p> | <p>Students</p> <p>Teacher</p> | <p>Survey</p> <p>Interview</p> |

## Cronograma de actividades

| Objectives   | Task   | Activity           | Coordinator  | Date              |
|--|--|--------------------|--------------|-------------------|
| -Mention the different teaching methods and approaches that can contribute in the development of the intonation of the students while they practice speaking activities. | Identify the method or approach that is used by teacher to develop the class.  | class observation  | Both         | <b>01-10-2015</b> |
|  |  | Interview(teacher) | Karen Sotelo | <b>08-10-2015</b> |
| -Explain the effectiveness of the cooperative work as a strategy to help students to work on a drama performance.  | -Observe if the teacher use any strategy or technique to make students work together<br>- Observe students preferences working during class (group work, individual) | class observation  | Both         | <b>08-10-2015</b> |
|  |  | Interview(teacher) | Karen Sotelo | <b>15-10-2015</b> |
|  |  | -Survey            | Idania Potoy | <b>01-10-2015</b> |



|  |   |                                      |                                      |  |
|--|---|--------------------------------------|--------------------------------------|--|
| <p>-Mention how useful is the technology to help students to work on a video-drama performance.-<br/>Identify the method or approach used by the teacher to develop the class.</p> | <p>Consider the usefulness of technological devices to develop English class.</p> | <p>Survey<br/>Interview(teacher)</p> | <p>Idania Potoy<br/>Karen Sotelo</p> |  |
|--|---|--------------------------------------|--------------------------------------|--|

## Data Collection Tools



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

### CLASS OBSERVATION

School's name: \_\_\_\_\_

Kind of school: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Class observation questionnaire:

Does the teacher make emphasis on the intonation of the students?

- a) Yes                      b) No

Does the teacher use the explanation of grammar to introduce some aspects of intonation as rise and falling intonation?

- a) Yes                      b) No

Does the teacher use an appropriate method or approach to develop speaking activities?

- a) Yes                      b) No

Do the oral activities give the opportunity to improve or learn the use of correct intonation of the English language?

a) Yes

b) No

Does the teacher make use of the cooperative work to motivate students share knowledge and help each other to use the correct intonation?

a) Yes

b) No

Do the students follow instructions of the teacher as he orients working in groups?

a) Yes

b) No

Do the students make use of the English language in class?

a) Yes

b) no

Do the students show interest on produce the correct intonation of sentences or question?

a) Yes

b) No

Do the students know how to express feelings using their intonation?

a) Yes

b) No

Does the teacher clarify the doubts of his students about the correct use of intonation?

a) Yes

b) No

Comments: \_\_\_\_\_

\_\_\_\_\_



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

### **ENCUESTA A ESTUDIANTES**

Estimado Estudiantado:

Somos estudiantes de la Universidad Nacional Autónoma de Nicaragua Farem Carazo, actualmente cursamos quinto año de la Carrera Lic. Inglés y estamos desarrollando nuestro proyecto final basado en “Innovación didáctica para mejorar la entonación de los estudiantes de undécimo grado en la clase de inglés”, por esta razón solicitamos de tu apoyo para dar respuestas a las siguientes preguntas.

**¿Sabes cuál es la función de la entonación al hablar el idioma inglés?**

Si \_\_\_\_\_

No \_\_\_\_\_

**Argumenta:**

**¿Crees que es importante tener una buena entonación al producir el idioma inglés?**

Si \_\_\_\_\_

No \_\_\_\_\_

¿Por qué?

**¿Te gustaría aprender más sobre la entonación del idioma inglés?**

Si \_\_\_\_\_

No \_\_\_\_\_

¿Porque?

**¿Alguna vez el profesor te ha explicado sobre la entonación ascendente y descendente?**

Si \_\_\_\_\_

No \_\_\_\_\_

**¿Cuando hablas sabes darle entonación a una pregunta o a una exclamación?**

Si \_\_\_\_\_

No \_\_\_\_\_

**¿Qué tipo de actividades enfocadas a desarrollar la entonación usa el profesor durante la clase?**

Juegos \_\_\_\_\_

Presentaciones orales \_\_\_\_\_

Roll plays \_\_\_\_\_

Debates \_\_\_\_\_

Discusiones \_\_\_\_\_

**Durante la clase de inglés tu maestro orienta trabajar**

En pareja \_\_\_\_\_

En grupos \_\_\_\_\_

Individual \_\_\_\_\_

**Para practicar la entonación durante la clase prefieres trabajar en:**

Grupo \_\_\_\_\_

Individual \_\_\_\_\_

¿Por qué?

**¿Cuando trabajas en grupos tú y tus compañeros se corrigen para darle la entonación correcta a una pregunta o a una oración?**

Si \_\_\_\_\_

No \_\_\_\_\_

¿Cómo?

**Consideras que puedes mejorar tu entonación del idioma ingles a través de:**

Actividades orales (drama, juegos) \_\_\_\_\_

Explicación gramatical \_\_\_\_\_

¿Por qué?

**¿Qué tipo de material didáctico te gustaría utilizar durante la clase para mejorar la entonación del inglés?**

Libros nuevos \_\_\_\_\_

Tecnología \_\_\_\_\_

Otros (especifique)

**¿Consideras que la tecnología es importante para ayudarte a aprender inglés y mejorar la entonación? ¿Porque?**

Si \_\_\_\_\_

No \_\_\_\_\_

**¿Que opinión tienes sobre grabar un video con el propósito de mejorar la entonación del idioma inglés? ¿Por qué?**

Buena \_\_\_\_\_

Regular \_\_\_\_\_

Mala \_\_\_\_\_

**¿Qué tipo de instrumentos tecnológicos tienes disponible para grabar un video?**

Celular \_\_\_\_\_

Cámara \_\_\_\_\_

Computadora \_\_\_\_\_

Tablet \_\_\_\_\_



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

**Teacher´s interview:**

**Dear teacher**

We are students from Universidad Nacional Autónoma de Nicaragua, FAREM Carazo and we are developing our final project based on a didactic innovation to help students from 11<sup>th</sup> grade to improve English intonation. For that reason, we ask for your help and answer the following questions.

Which ones have been your difficulties to teach pronunciation and intonation of English language?

What kind of teaching method or approach do you apply in class to facilitate students improve English intonation?

Do you achieve the aims of your class by using that method or approach?  
Explain

What kind of strategies or techniques do you use to help students improve English`s intonation?



Do you think it is the best one to use? Why?

Do you consider that is helpful to use cooperative work to develop speaking activities? Yes/no Explain

How often do you apply oral activities to practice English intonation?

Do you think that the use of a video-drama performance can help students to improve their intonation? Why?

Which advantages and disadvantages this innovation can have?

What do you think about the use of technology and its influence to improve intonation of the English language ?

Have you used any kind of technology in your English class? Which one?



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

Teacher's interview:

Dear teacher

We are students from Universidad Nacional Autónoma de Nicaragua, FAREM Carazo and we are developing our final project based on a didactic innovation to help students from 11<sup>th</sup> grade to improve English intonation. For that reason, we ask for your help and answer the following questions.

Which ones have been your difficulties to teach pronunciation and intonation of English language? - lack of time, and many activities which affect our schedule. Students aren't interested in learning English as a second language. Large classes don't allow to do or get better results in this field. We don't have an active lab for improving pronunciation by listening videos.

What kind of teaching method or approach do you apply in class to facilitate students improve English intonation? TPR method is one of the most useful method to improve English pronunciation and intonation.

Do you achieve the aims of your class by using that method or approach?

Explain Yes, I do. The point is that not all the students learn as the others, because of the reasons, I wrote down in question first.

What kind of strategies or techniques do you use to help students improve English's intonation?

- > To repeat after the teacher
- > applying Role-play activities.
- > To correct mistakes after class. etc
- > To sing a song in front of the class.

Do you think it is the best one to use? Why?

Maybe, not, probably there are others strategies we can use to support our teaching-learning process.

Do you consider that is helpful to use cooperative work to develop speaking activities? Yes/no Explain

- Yes, it does.  
but, the activities, must be focused on developing this ability,

Do the students use the target language when they work in groups? How do you rate it?

Good  Regular  Bad

It could be good, regular and bad.

Why?

it depend on how was it done.

How often do you apply oral activities to practice English intonation?

Depending on the Objective and program.  
we apply oral activities at least once a month.  
I need to attend other abilities too.

Do you think that the use of a video-drama performance can help students to improve their intonation? Why?

yes I think so. cause, while they talk, they listen to eachother and they can to correct their pronunciation as well.

A video drama performance must have correct intonation, and it became helpful.

Which advantages and disadvantages this innovation can have?

- > Because of our large classes, we can't work well with all students.
- students who are interested in improving his or her/their English intonation, are going to get it.

What do you think about the use of technology and its influence to improve intonation of the English language?

- It is excellent.
- English become more attractive for our students.
- English could be easier than what they think it is.

Have you used any kind of technology in your English class? Which one?

- yes, I have used it.
- > to watch video-games, - songs
  - > to watch conversations on it



**ENCUESTA A ESTUDIANTES**

Estimado Estudiantado:

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¿Sabes cuál es la función de la entonación al hablar el idioma inglés?

Si

No

Argumenta: Si, la entonación ayuda al resto de las personas que nos está escuchando para interpretar bien el significado de cada palabra.

¿Crees que es importante tener una buena entonación al producir el idioma inglés?

Si

No

¿Por qué? Si es importante ya que de nuestra entonación de buena manera ayuda para poder entender mejor y comprender.

¿Te gustaría aprender más sobre la entonación del idioma inglés?

Si

No

¿Porque? Si me gustaria porque hoy en dia es muy importante poder hablar ingles para comunicarse con las personas en otros lugares, etc.

No \_\_\_\_\_

¿Cómo?

La persona que sabe más sobre entonación nos dirige a todos los demás.

Consideras que puedes mejorar tu entonación del idioma inglés a través de:

Actividades orales (drama, juegos)

Explicación gramatical \_\_\_\_\_

¿Por qué? <sup>pone más interés</sup> porque es más divertido y se le pone más interés.

¿Qué tipo de material didáctico te gustaría utilizar durante la clase para mejorar la entonación del inglés?

Libros nuevos \_\_\_\_\_

Tecnología

Otros (especifique) \_\_\_\_\_

¿Consideras que la tecnología es importante para ayudarte a aprender inglés y mejorar la entonación? ¿Por qué?

Si  Esto te ayuda y te da la forma correcta de entonación.

No \_\_\_\_\_

¿Que opinión tienes sobre grabar un video con el propósito de mejorar la entonación del idioma inglés? ¿Por qué?

Buena \_\_\_\_\_ Algunas personas por tener pena a expresarse no mejoran su entonación.

Regular

Mala \_\_\_\_\_

¿Qué tipo de instrumentos tecnológicos tienes disponible para grabar un video?

Celular

Cámara

Computadora

Tablet \_\_\_\_\_

## Class observation analysis

| Questions   | Answers | Analysis  |
|---|---------|---|
| Does the teacher make emphasis on the intonation of the students?   | No      | In the class observation was identified that the teacher do not pay attention to the intonation of the students also he does not to make students produce the English language in class   |
| Does the teacher use the explanation of grammar to introduce some aspects of intonation as rising and falling intonation?                 | No      | When the teacher is developing the class he explains and concentrates just in grammar and he does not take the opportunity to teach students something else like the different tone that we give to the questions and statements. |
| Does the teacher use an appropriate method or approach to develop speaking activities?  | No      | It was observed that the way of teaching of the teacher is traditional. In all the classes he used the grammar translation method, and did not give the opportunity to the students to practice speaking skill.                   |
| Do the oral activities give the opportunity to improve or learn the use of correct intonation of the English language?                    | No      | Due to that the teacher does not use oral activities is difficult for students improve their intonation because they do not have time to practice and the teacher does not take a short time to teach them about it.              |
| Does the teacher make use of the cooperative work to motivate students share knowledge and help each other to use the correct intonation? | No      | The teacher did not apply this strategy to develop the class and make students work together. We consider it is necessary and helpful to make students work cooperatively to improve their learning process.                      |

|  |    |   |
|--|----|---|
|  |    | <p>“Cooperative learning is a strategy which gives a variety of learning techniques in working together. The process of group learning helps improve the pupils self-esteem, enthusiasm to go to school, interest to learn the subject, realization of their responsibilities, ability to work with others, accomplishments and interpersonal relation across ethnic and ability lines”. (Slavia, 1999, cited in Songco, Tavera, Angeles &amp; Dakila, 2002.)</p> |
| Do the students follow instructions of the teacher as he orients working in groups?          | No | It was not observed that students obey some instructions because the teacher did not orient any activity to work in groups.   |
| Do the students make use of the English language in class?                                   | No | Students are not interested on using the target language during class. A reason could be that the teacher does not motivate them to do it.  |
| Do the students show interest on producing the correct intonation of sentences or questions? | No | When students produce the English language they are not aware if they produce a statement or a question, they do not have a correct intonation while they speak.  |
| Do the students know how to express feelings using their intonation?                         | No | Due to the teacher have never explained students about the importance of intonation, students do not use it correctly.  |
| Does the teacher clarify the doubts of his students about the correct use of intonation?     | No | The teacher must set a short time to attend suprasegmental aspects of English pronunciation (intonation) and clarify the doubts of his students about it.   |

## Interview analysis

| Questions  | Answer  | Analysis  |
|--|---|---|
| Which ones have been your difficulties to teach pronunciation and intonation of English language?                  | Lack of time, and many activities which affect our schedule. Students are not interested in learning English as a second language. Large classes don not allow to do or get better results in this field. We don't have any active lab for improving pronunciation by listening videos. | Teaching in high schools is a great challenge. Teachers have to face with difficulties such as lack of time, lack of didactic materials and struggle with the lack of interest of students which is one of the most serious problems.   |
| What kind of teaching methods or approach do you apply in class to facilitate students improve English intonation? | Total physical response method is one of the most useful methods to improve English pronunciation and intonation.   | The teacher said that he uses total physical response method but what was identified in the different classes' observations is totally different he used a traditional method that it is not the best way for students to learn English intonation.   |
| Do you achieve the aims of your class by using that method or approach?  | Yes, I do. The point is that not all of the students learn as the others.   | The teacher expressed that he achieves the aims of the class by using total physical response method. However, this method is better to improve listening skill. "Total physical response consists on a long period of listening and developing comprehension prior to production. Students respond to commands that requires physical movement"(Cram, 2012,) |
| What kind of strategy or techniques do you use to help students improve English intonation?                        | To repeat after the teacher, applying roll plays activities, to correct mistakes after class, to sing a song in front of the class, etc.  | The teacher signed some techniques he uses to improve students English intonation. However, during the observed classes he did not used any technique to develop the class.   |



|   |   |   |
|---|---|---|
|   |   | “with the use of strategies and techniques the learners are actively involved in the learning process” (O`shea, 2002)   |
| Do you think it is the best one to use? Why?  | Maybe not, probably there are other strategies that we can use to support our teaching learning process.  | Teachers need to look for strategies and techniques that facilitate and allow students acquire better the learning.   |
| Do you consider that it is helpful to use cooperative work to develop speaking activities?              | Yes, it does. But the activities must be focused on developing this ability.  | Cooperative work is a strategy to develop activities. It makes students share ideas and improve weaknesses of a specific situation.   |
| How often do you apply oral activities to practice English intonation?                                  | Depending on the objective and program we apply oral activities at least once a month. I need to attend other abilities too.                              | The teacher has not too much time to apply oral activities during class. He expresses that it is necessary to pay attention to other skills but the teacher needs to make students aware about the importance of intonation.                                |
| Do you think that the use of a video drama performance can help students improve their intonation? Why? | Yes, I think so, because while they talk they listen to each other and they can correct their pronunciation as well.                                      | The teacher expressed that using a video-drama performance to help students improve their intonation can be useful because students can listen and correct each other.  |
| Which advantages and disadvantages this innovation can have?  | Because of our large classes we can't work well with all students. Students who are interested in improving their English intonation are going to get it. | Teachers need to realize that an innovation can also fail if participants are not minded to follow the process of the activity. An innovation can has disadvantages too. Here the teacher explained some of the disadvantages that this innovation can has. |
| What do you think about the use of technology and its influence to                                      | It is excellent. English become more attractive for our students. English   | Technology is facilitating the way teachers teach, by using technological   |

|   |  |  |
|---|--|--|
| <p>improve intonation of the English language?</p>                            | <p>could be easier than what they think it is.</p>   | <p>devices which motivate students get involved in their learning. The teacher thinks it is an excellent source to use in class because students would be attracted to learn in a different way. “the use of technology in the classroom has a positive effect on students attitudes because they feel more successful, are motivated to learn and have better self-confidence”(Francois, 2012, p.157)</p> |
| <p>Have you used any kind of technology in your English class? Which one?</p> | <p>Yes, I have used it. To watch videos, games and songs. To watch conversation on it.</p> | <p>Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. The teacher explained that he have used technology during class to watch videos and conversations on it.</p>  |

## Survey Analysis

| Question  | Students' answers                                     | Analisis   |
|---|---|--|
| ¿sabes cual es la funcion de la entonacion al hablar el idioma Ingles?            | 9 of 10 students answered YES and 1 of 10 answered NO | The majority of the students know the function of english intonation however some of them do not have a clear definition of it and they make a relation with the phonetic aspect of pronunciation. |
| ¿crees que es importante tener una buena entonacion al producir el idioma ingles? | 10 of 10 students answered YES                        | All the students know the importance of have a good intonation they consider that if they speak english and use a correct intonation people can understand the message that they want to transmit  |
| ¿Te gustaria aprender mas sobre la entonacion del idioma ingles?                  | 10 of 10 students answered YES                        | The students want to know more about english intonation because they think that english is an important language and it will help them to improve this sub-skill.                                  |

|  |  |  |
|--|--|--|
| ¿alguna vez el profesor te ha explicado sobre la entonacion ascendente y descendente ?           | 7 of 10 students aswered NO and 3 of 10 answered YES   | Most of the students do not know about rising and falling intonation.  |
| ¿Cuándo hablas sabes darle entonacion a una pregunta o a una exclamacion ?                       | 10 of 10 students answered YES   | All the students aswered that they know how to produce the correct intonation of a question or a sentence. However in the classes observation it was noted that they do not do it correctly. |
| ¿Qué tipo de actividades enfocadas a desarrollar la entonacion usa el profesor durante la clase? | 8 of 10 students aswered that the teacher use just oral presentations and 2 of 10 students aswered that the teacher use games                    | Oral activities such roll plays, short dialogues, and dramas are appropriate to help students improve english intonation.  |
| Durante la clase de ingles tu maestro orienta trabajar en: pareja, grupos, individual.           | 8 of 10 students aswered that teacher orients to work in groups, and 2 Of 10 answered that the teacher orient to work individually and in pairs. | Most of the students aswered that the teacher orients to work in groups, it means that the teacher expects that students would learn more.   |

|   |   |   |
|---|---|---|
| <p>Para practicar la entonacion durante la clase prefieres trabajar en: grupo o individual.</p>   | <p>8 of 10 students aswered that they prefer to work in groups and 2 of 10 students aswered that they prefer to work individually.</p>                                    | <p>Students prefer in groups because in that way they can help each other to clarify doubts and improve the second language acquisition.</p>  |
| <p>¿Cuándo trabajas en grupos tú y tus compañeros se corrigen para darle la entonacion correcta a una pregunta o a una oracion?</p>               | <p>10 of 10 students aswered YES.</p>   | <p>With this result it is affirmed that the use of cooperative work during class is helpful to make students improve english intonation.</p>  |
| <p>¿consideras que puedes mejorar tu entonacion del idioma ingles a traves de: actividades orales (dramas , juegos) o explicacion gramatical?</p> | <p>6 of 10 students aswered that they learn more through oral activities like dramas or games, and 3 Of 10 answered that they learn more through grammar explanations</p> | <p>Students prefer to learn through oral activities because it is a funny and attractive way to improve and practice the speaking skill. On the other hand some students like to learn through gramatical explanation, because they consider that theory is more important.</p> |
| <p>¿Qué tipo de material didactico te gustaria utilizar durante la clase para mejorar la entonacion del ingles: libros nuevos, tecnologia?</p>    | <p>7 of 10 students aswered that they prefer to use technology, and 3of 10 aswered that they prefer new books.</p>  | <p>Technology can be a useful tool to facilitate the learning proccess and help students improve their english intonation.</p>  |

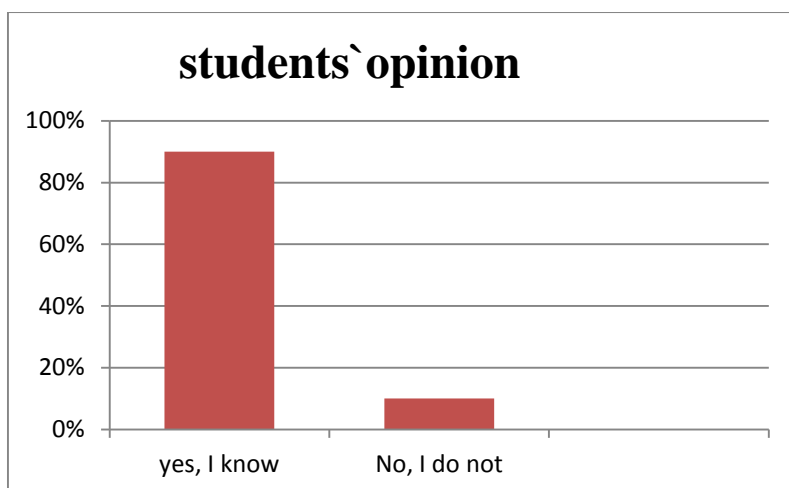
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|--|--|---|
|  |  |   |
| ¿consideras que la tecnologia es importante para ayudarte a aprender ingles y mejorar la entonacion?   | 10 of 10 students aswered YES.   | Nowadays, students are attracted by technology and it can be useful and helpful to use it in order to improve english skills especially intonation by listening and watching videos not only in the classroom also in the social environment. |
| ¿Qué opinion tienes sobre grabar un video con el proposito de mejorar la entonacion del idioma inglés? | 6 of 10 aswered that is good to use it, and 4 of 10 aswered that is regular to use it. | Throught videos performances students can check their intonation and identify mistakes. Students expressed that it is a good way to learn. However, some of them expressed that it can not be a good idea for those students who are shy.     |

|  |  |   |
|--|--|---|
| <p>¿Qué tipo de instrumentos tecnológicos tienes disponibles para grabar un video?</p> | <p>7 Of 10 students answered that they have cellphone, 5 of 10 answered that they have computer, and 2 of 10 answered that they have camera.</p> | <p>Teenagers have available different technological devices to produce a video. Computers and cellphones are mostly used by students.</p> |
|--|--|---|

**Objectives:** To gather information of the opinion of students about the importance of English intonation, to find out the way students prefer to work during class and find out what kind of activities does the teacher use to improve English intonation.

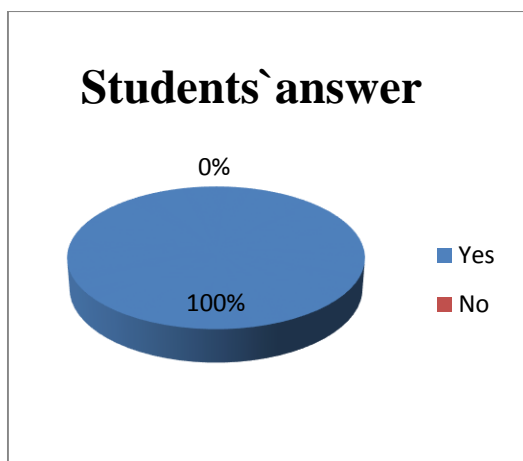
### Students` opinion about the function of intonation in the English language

1- Do you know what the function of intonation is when you speak English?



The analysis finds out that the 90% of students know the function of intonation when the English language is produced.

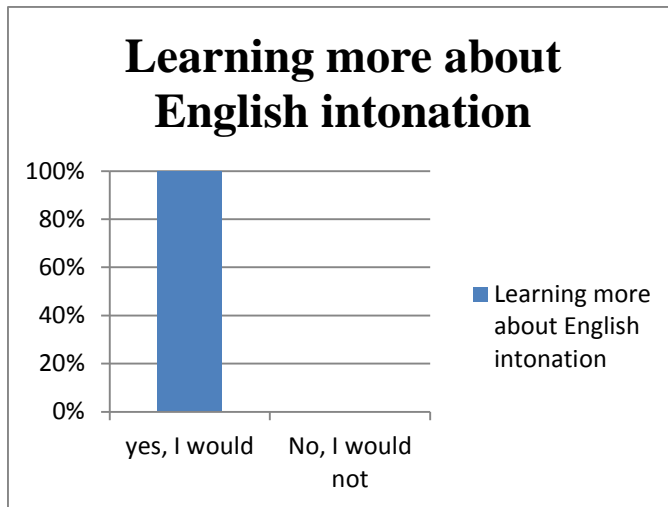
Do you think that is important to have a good intonation to produce the English language?



The analysis finds out that the 100% of students consider that intonation is an important aspect in the learning of English language.

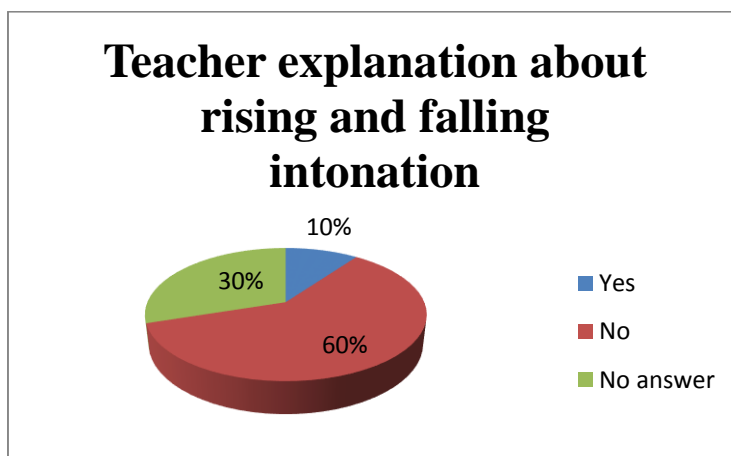


2- Would you like to learn more about English intonation?



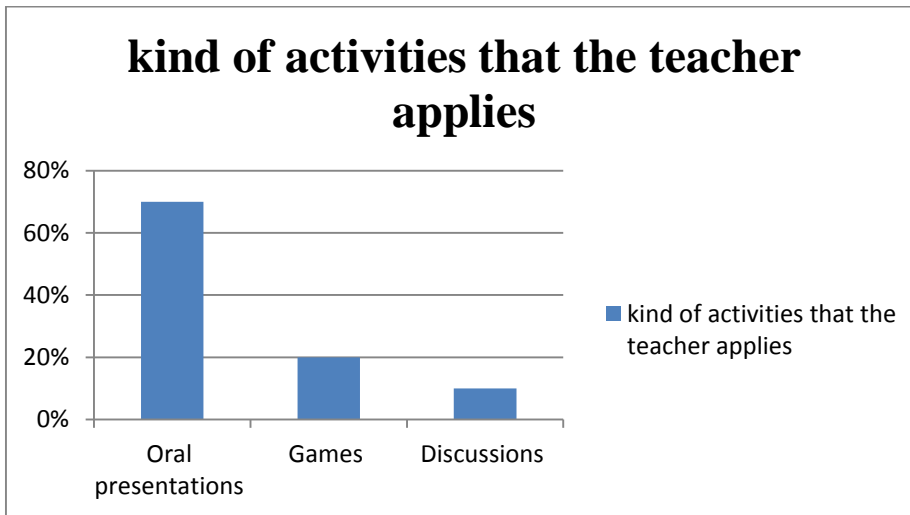
The analysis finds out that students would like to learn more about English intonation.

3- Has the teacher ever explained about rising and falling intonation?



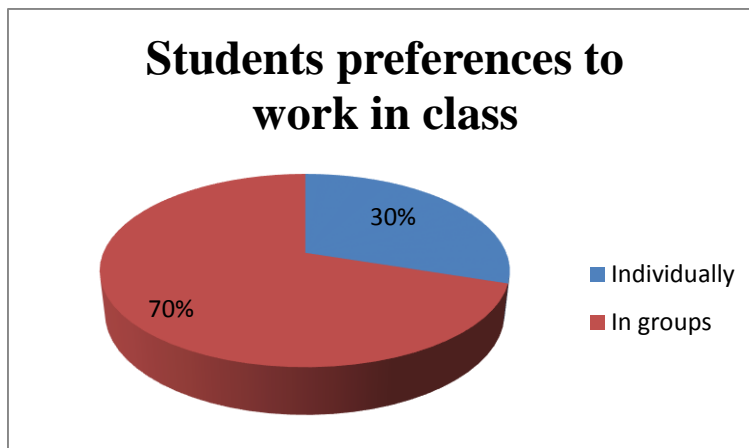
The analysis finds out that the 60% of students express that the teacher has never explained some aspects of intonation.

4- What kind of activities does the teacher use to practice English intonation during class?



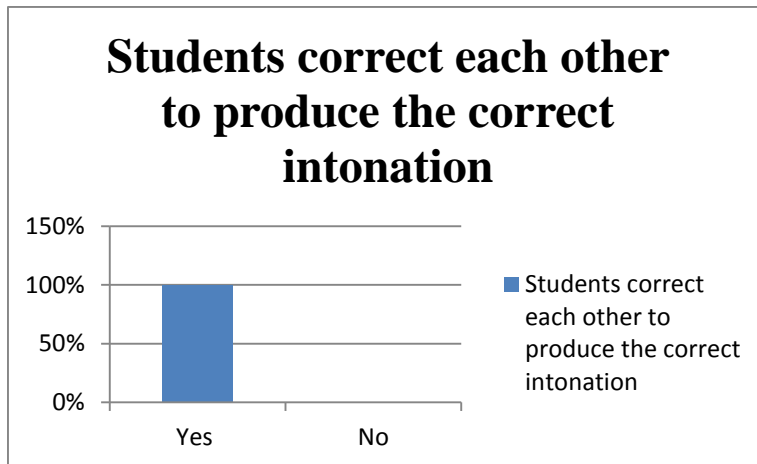
The analysis finds out that the 70% of students argues that oral presentations is the most used activity by the teacher to practice English intonation.

5- In what way do you like to work during English class?



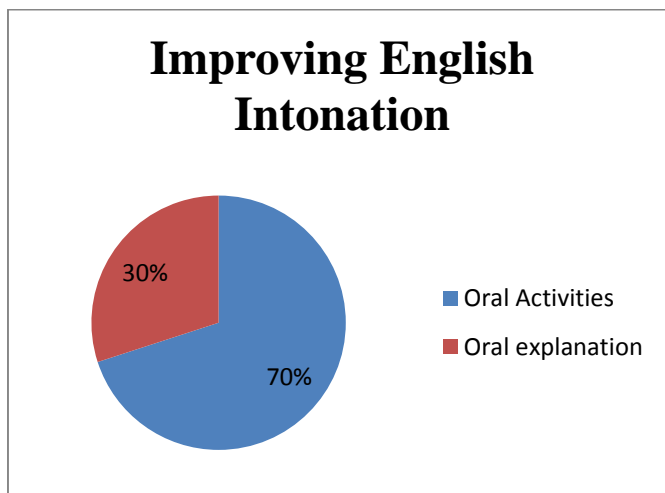
The analysis finds out that the 70% of students prefer to work in groups during the English class.

6- Do you and your classmates correct each other to produce the correct intonation of questions and sentences?



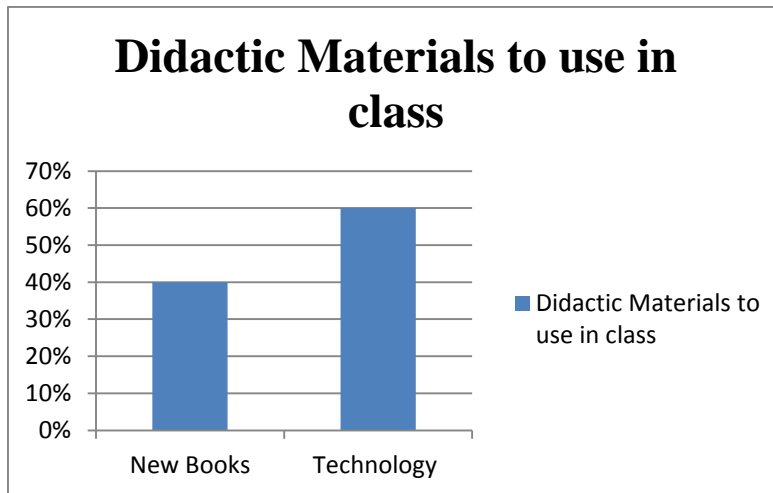
The analysis finds out that the 100% of students agrees that they correct each other to produce the correct intonation of sentences and questions.

Do you consider that you can improve English intonation through oral activities (drama, games), or grammatical explanation?



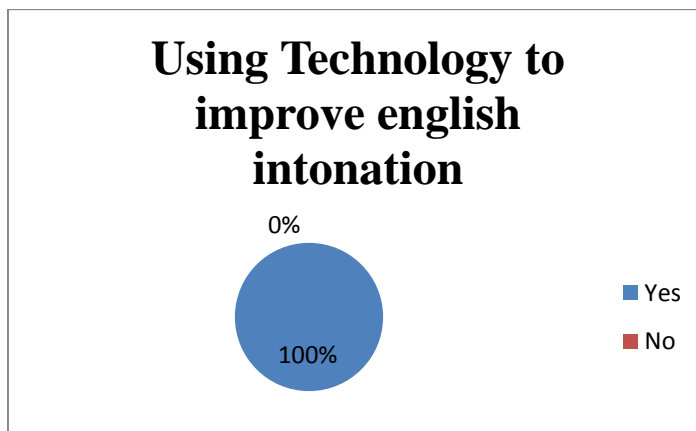
The analysis finds out that the 70% of the students prefer to learn more about English intonation through oral activities.

7- What kind of didactic materials would you like to use in class to improve English intonation?



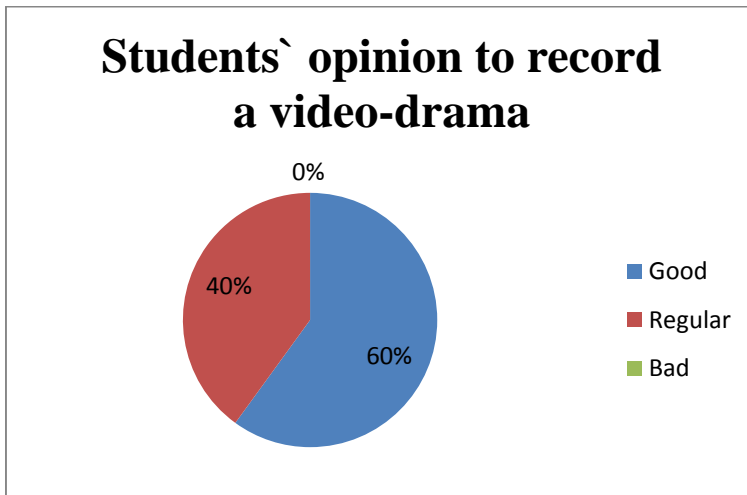
The analysis finds out that the 60% of the students would like to use technology during class to improve English intonation.

8- Do you consider that technology is important to improve English intonation?



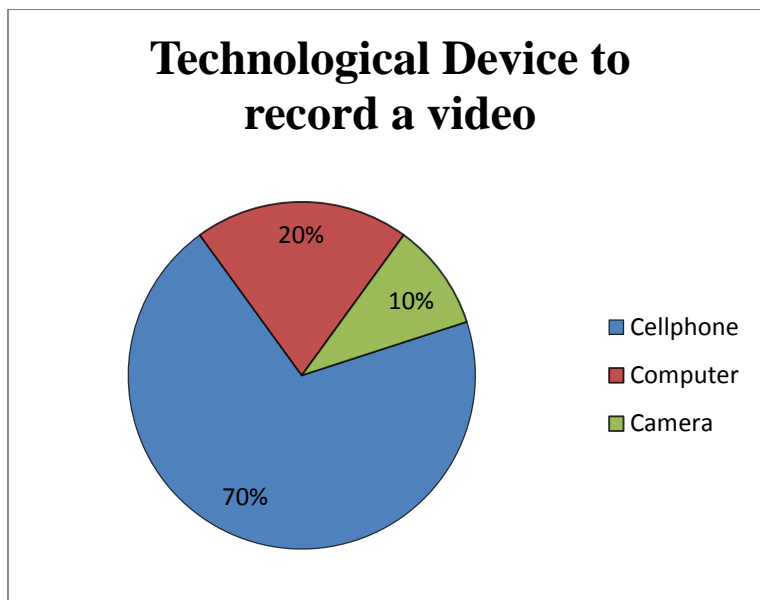
The analysis finds out that the 100% of the students consider technology very important to improve English intonation.

9- What do you think about recording a video-drama to improve English intonation?



The analysis finds out that students have a good opinion about recording a video-drama to improve English intonation.

What kind of technological devices do you have available to record a video?



The analysis finds out that the 70% of the students have available a technological device to carry out a video-drama recording.

## Cronograma de actividades

| Activity                          | Date       |            |            |            |            |                      |            |            |                       |                       |            |            |            |
|-----------------------------------|------------|------------|------------|------------|------------|----------------------|------------|------------|-----------------------|-----------------------|------------|------------|------------|
|                                   | 21-03-2015 | 28-03-2015 | 30-03-2015 | 04-04-2015 | 14-04-2015 | 09-05-2015/1-07-2015 | 10-10-2015 | 25-09-2015 | 01-10-2015/15-10-2015 | 03-11-2015/10-11-2015 | 14-11-2015 | 16-11-2015 | 24-11-2015 |
| Selection of the school           | X          |            |            |            |            |                      |            |            |                       |                       |            |            |            |
| Problem statement                 |            | X          |            |            |            |                      |            |            |                       |                       |            |            |            |
| Hypothesis                        |            |            | X          |            |            |                      |            |            |                       |                       |            |            |            |
| Objectives                        |            |            |            | X          |            |                      |            |            |                       |                       |            |            |            |
| Justification                     |            |            |            |            | X          |                      |            |            |                       |                       |            |            |            |
| Theoretical framework             |            |            |            |            |            | X                    |            |            |                       |                       |            |            |            |
| Introduction                      |            |            |            |            |            |                      | X          |            |                       |                       |            |            |            |
| Methodological design and tools   |            |            |            |            |            |                      |            | X          |                       |                       |            |            |            |
| Data collection tools application |            |            |            |            |            |                      |            |            | X                     |                       |            |            |            |
| Data collection tools analysis    |            |            |            |            |            |                      |            |            |                       | X                     |            |            |            |
| Conclusion                        |            |            |            |            |            |                      |            |            |                       |                       | X          |            |            |
| Recommendations                   |            |            |            |            |            |                      |            |            |                       |                       |            | X          |            |
| Bibliography and Appendix         |            |            |            |            |            |                      |            |            |                       |                       |            |            | X          |