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НАВЧАННЯ ІНТОНАЦІЇ АНГЛІЙСЬКОЇ МОВИ УЧНЯМ 5-9 КЛАСІВ ЗАКАРПАТСЬКИХ ШКІЛ З УГОРСЬКОЮ МОВОЮ НАВЧАННЯ

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Студентки IV-го курсу

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TECHNIQUES FOR TEACHING ENGLISH INTONATION IN THE UPPER-PRIMARY CLASSES OF TRANSCARPATHIAN SCHOOLS WITH HUNGARIAN LANGUAGE OF INSTRUCTION

Bachelor's Thesis

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ЗМІСТ

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Introduction

Teaching English intonation to learners of upper-primary forms may result a native-like English pronunciation. Accurate pronunciation helps the English as Foreign Language (EFL) learners to be understood by other speakers of English language. Since intonation is a vital and essential part of intelligible English pronunciation, in upper-primary schools it is one of the necessary fields of teaching.

The present research describes the findings of an investigation carried out among Hungarian learners living in minority in Ukraine. The aim of the research was to broaden current knowledge of the methods and techniques of teaching English intonation utilised by teachers of English language for upper-primary form learners. The exercises for learners' acquisition of English intonation were examined.

The research carried out in upper-primary classes in schools of Berehovo with Hungarian language of instruction, searched two perspectives of obtaining knowledge of English intonation. The teachers' methods for teaching the essential part of pronunciation, the English intonation were sought. The learners' ability of upper-primary forms for acquisition of English language was examined.

The present paper includes three parts of research of investigation. The Part I. provides a detailed description of English intonation as a field of study. The subject of intonation and its function of English language were outlined in the study. Intonation is a vital part of intelligible English pronunciation. The reason of its essentiality is that speech has a melody called intonation. The two basic melodies are rising and falling. These can be very sudden, or gradual, and can be put together in various combinations. Intonation is crucial for communication. It is also a largely unconscious mechanism, and a complex aspect of pronunciation. The subject matter of intonation is how people utter speech units, in preference to the speech units themselves uttered. There have been some studies searching the description of intonation and the methods of teaching it in schools.

The Part II. of the thesis searched the most efficient exercises of teaching English intonation in upper-primary forms. The central issue of the paper are the methods used in teaching intonation for learners. The types and the frequency of exercises employed during English lesson were searched. According to the language learning theories, learners acquire language primarily from the input they encounter. As a consequence the learners must receive large amounts of comprehensible input before they are required to speak. Although the learners of Hungarian

minority schools of Berehovo rarely have opportunity to experience/speak the target language out of school, it is the responsibility of teachers to teach English for learners in with the aim of speaking the language intelligibly. The teacher should maximize students' exposure to the target, and to encourage expanding the learners' domains of linguistic competence, stressing the importance of language exposure in the process of acquiring all aspects of language.

Part II. of the research paper listed methods of raising awareness if the importance of learning English intonation for learners of upper-primary forms. The most effective techniques of teaching English intonation were examined and studied. The exercises of intonation acquisition were registered in the research paper. The aim of investigation of such exercises sought to understand the efficiency and frequency of usage in schools of Berehovo with Hungarian language of instruction.

The Part III. of present paper describes the results of the research which inquired to discover the approaches of teaching English intonation of Hungarian minority schools of Transcarpathia. The aim of data collection was to examine the usage of exercises and methods for teaching intonation in schools of upper-primary classes. The proposed approaches for intonation teaching by teachers of English language were examined

The research described in the paper was carried out in Hungarian minority schools of Berehovo, a small provincial town of Transcarpathia, Ukraine. In the town four schools can be found with Hungarian language of instruction, in which English is taught as a foreign language. The research focused on the techniques of teaching and acquiring English intonation.

In the research two methods of data collecting were used. The interview method was decided to be an applicable source for finding precise results for the research. Three teachers of English language were interviewed; by the methods a deep insight was given about teaching intonation in upper-primary schools of Berehovo. The questionnaire approach for obtaining results from the learners was chosen. The questionnaire method was found to be practical, for collecting information from each upper-primary class.

The hypothesis was formed, which is that for the upper-primary form learners it is essential to acquire English intonation in order to achieve a native-like pronunciation. According to the hypothesis the research questions were formed: What methods and exercises are used in order to teach English intonation? How frequently can these methods be practiced? Are the learners able to use the language fluently and intelligibly?

The practical value of the present research lies in the fact that it provides valuable insights into the ways of teaching English intonation to upper-primary schoolchildren. The techniques mentioned here can be of use for both novice and experienced teachers. Pre-service English teachers can also benefit from the findings of the research. The collection of activities of teaching intonation is considered to be of great help in the work of any English teacher who cares for the quality of their own work.

Part I.

I.   **Teaching English Intonation**

1.1 What is intonation?

Speech has a melody called intonation. The two basic melodies are rising and falling. These can be very sudden, or gradual, and can be put together in various combinations (rise-fall-rise, fall-rise-fall, etc.) [17] There have been some studies dealing with the description of intonation.

Cruttenden seems to equate intonation specifically with pitch movement while Coulthard has identified it with prosody in general, which would therefore include pitch movement but also loudness, length, speed, and even voice quality. Pitch, however, is the common thread running through most descriptions. Cruttenden describes pitch as the perceptual correlate of fundamental frequency, which is the continuous variation in the sounds we perceive as a result of the vibration of the vocal cords. Intonation, can be narrowly described as the movements or variations in pitch to which we attach familiar labels describing levels (e.g. high/low) and tones (e.g. falling/rising), etc. [1]

Intonation is crucial for communication. It is also a largely unconscious mechanism, and as such, a complex aspect of pronunciation. Intonation is about how people say speech units, rather than what people say. Without intonation, it is impossible to understand the expressions and thoughts that brought with words. If listening to somebody speaking without paying attention to the words: the 'melody' which can be heard is the intonation. Intonation has the following features according to [1]:

1. It is divided into phrases, also known as 'tone-units'.

- The pitch moves up and down, within a 'pitch range'. Everybody has their own pitch range. Languages also differ in pitch range. English has particularly wide pitch range.

- In each tone unit, the pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the 'tonic-syllable'. The tonic-syllable is usually a high-content word, near the end of the unit.

- These patterns of pitch variation are essential to a phrase's meaning. Changing the intonation can change the meaning.

Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling the speaker want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker. [18]

Intonation contributes to linguistic meaning in a variety of domains, such as marking juncture between spoken phrases, highlighting, or back grounding particular words or syllables, marking the ends of intonational phrases with movement, and using extremes of pitch range to carry discourse or contrastive meaning. Other types of meaning (e.g., emotional) are only partially connected to pitch variation, and native speakers inconsistently identify emotions from speech. [11]

Roach considers that the pitch of the voice plays the most important part in intonation. Only in very unusual situations do people speak with fixed, unvarying pitch, in addition when people speak normally the pitch of the speakers' voice is constantly changing. One of the most important tasks in analysing intonation is to listen to the speaker's pitch and recognise what it is doing; this is not an easy thing to do, and it seems to be a quite different skill from that acquired in studying segmental phonetics. [21]

According to Clennel [10] 'Intonation' is a broad term used by phoneticians to describe the effects of contrastive pitch movement on the meanings of utterances over stretches of speech. Because stress (on a single word or in phrases) has as one of its chief acoustic correlates a change of pitch, we can consider both word and phrase stress to be subsumed under the term intonation. In conclusion intonation relates to the contrastive use of pitch movement over stretches of speech and the influence this has on meaning.

'Prosody' is a broader label, which includes stress and intonation, but also rhythm and voice quality as well as other paralinguistic (non-verbal) features. By using the broader term 'prosody' we make it clear that all these features play a significant part in delineating pragmatic intention. [11]

One of the parts of the prosody, in this case intonation has other different subtypes and components. These parts of intonation are going to be discussed in the next point of the research paper.

1.2 The components of pronunciation

Crystal described that the prosodic systems recognized are pitch-direction, pitch-range, loudness, tempo, rhythmicality and pause. Intonation, in this view, is seen not as a single system of contours of levels, but as a complex of features from different prosodic systems, primarily pitch-range and direction, and loudness. Other vocal effects similar in their variability and distribution the writer refers to as paralinguistic features, and some systems can be shown to be presented there also, though the formal and systematic contrasts are not as discrete as in the case of prosodic feature. [11]

According to Brown [6] one problem with teaching English pronunciation is that the whole concept of pronunciation can be analyzed as being composed of many components, all of which are present at the same time in speech. The average native speaker of a language such as English may feel that they simply open their mouth and produce sounds without thinking too much about the nature of those sounds. However, in general, there is a large difference between knowing a language and knowing about a language. Teachers of English need to know about the language, and in terms of speech, that includes the various components that make up pronunciation.

As can be seen in the chart, pronunciation is divided into:
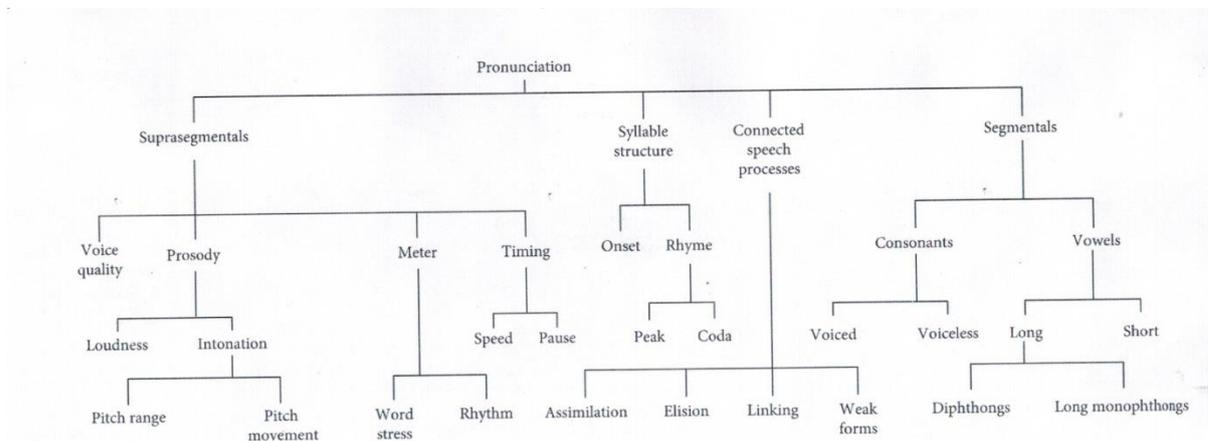
Figure 1.1 The components of pronunciation.

See Appendix [0]

Suprasegmentals are features that operate over stretch of speech larger than a segment (a consonant or a vowel sound). Voice quality is overall long-term setting of vocal organs,

including the tongue and vocal cords. Prosody includes long-term settings and shorter-term variations in loudness, as well as intonation. [6]

Stress has linguistic importance and therefore an aspect of the phonology of English that must be described, although it is not usually regarded as something that is related to individual segmental phonemes; normally, stress is said to be something that is applied to or is a property of syllables, and is therefore part of the suprasegmental phonology of English. An important part of suprasegmental phonology is intonation. [21]

Intonation is the use of the pitch of the voice in speech. [6] Scholars describe pitch in terms of 'high' and 'low'. One must bear in mind that 'high' and 'low' are arbitrary choices for endpoints of the pitch scale. A simple example was given by Roach [21]. If taking two speakers at random, it is evident that one speaker typically speaks with lower pitch than the other; the difference between the two speakers is not linguistically significant because their habitual pitch level is determined by their physical structure. Although an individual speaker does have control over his or her own pitch, and may choose to speak with a higher than normal pitch; this is something which is potentially a linguistic significance. [21]

The metrical analysis of speech concerns word stress, the stressing of syllables in multisyllabic words and rhythm, which has been defined in many different ways. Temporal features of speech and pausing. [6]

An 'intonation unit' is a piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. Pausing in some sense is a way of packaging the information such that the lexical items put together in an intonation unit form certain psychological and lexic- grammatical realities. Typical examples would be the inclusion of subordinate clauses and prepositional phrases in intonation units. Closely related with the notion of pausing is that a change of meaning may be brought about; certain pauses in a stream of speech can have significant meaning variations in the message to be conveyed. For example: [9]

- Those who sold quickly / made a profit.
  (A profit is made by those who sold quickly.)
- Those who sold / quickly made a profit.
  (A profit was quickly made by those who sold.)

The segmental are the individual vowel and consonant sound units. These combine one after the other to form syllables, words and utterances. Consonant segments can be divided into those that

involve vibration of the vocal cords and those that do not (voiced and voiceless). Vowel segments are divided into those that do not involve any change in the position of the lips and tongue in their production and those that do involve such a change (monophthongs and diphthongs). [6]

Roach [21] suggests that two common one-syllable utterances are 'yes' and 'no'. It is worth noticing that the speaker has the choice of saying these with the pitch remaining at a consonant level, or with the pitch changing from one level to another. The word used to describe the overall behaviour of the pitch in the previous example is tone. Tone is divided into two types, which is level tone (in which the uttered word is on a consonant level) and moving tone, which is described by two subtypes: falling tone –one which descends from a higher to a lower pitch; and rising tone – a movement from a lower pitch to a higher one.

A unit of speech bounded by pauses has movement, of music and rhythm, associated with the pitch of voice. This certain pattern of voice movement is called 'tone'. A tone is a *certain* pattern, not an arbitrary one, because it is meaningful in discourse. By means of tones, speakers signal whether to refer, proclaim, agree, disagree, question or hesitate, or indicate completion and continuation of turn-taking, in speech. [7]

Crystal [11] identifies four basic tones: fall, rise-fall, rise, and fall-rise.

According to Bradford [2] the pitch movement that begins at a tonic syllable is called tone. There are two broad classes of tone: those which finally fall (proclaiming), and those which finally rise (referring). The binary system represents the main meaning contrast, each of the tones having a particular communicative value.

Tone unit is a division of natural speech which corresponds to the speaker's organisation of what is said into units of information. Each tone units has a single pitch movement. There is no direct relationship between the tone unit and any grammatical discourse unit. A tone unit will have as a minimum requirement, one prominent syllable. It may have two, but very rarely more. This distribution of prominence is relative to the communicative value of word at the point in the developing discourse. Thus, by assigning a prominent syllable to it, the speaker marks it as significant. [2]

Another important component is the phenomenon called prominence, which is the tendency for speakers to makes some syllables more noticeable than others. This is accomplished by pronouncing them louder and longer, by assigning them a different pitch, or by articulating the phonemes more distinctly. Prominence is also sometimes referred to as emphasis, focus, main stress, nucleus or tonic accent. Importantly, pitch level, pitch movement and prominence are all

relative values. Cauldwell and Allen observe that "one speaker's 'mid' pitch would be another speaker's 'low' pitch" and values vary from speaker to speaker and with the context of the situation. This relativity is important in distinguishing intonation from melody or music, to which it is often compared. [9]

Native speakers of English mark the propositional content of the message with stress and pitch in such a way that the content is hierarchically differentiated in terms of its perceived importance to the speaker [6].

Clennel [10] gives an example in which a course tutor is asking a student for clarification:

WHEN did you say you'd give your paper? (mid/high key)

Each lexical item in this utterance would be differentiated by relative pitch prominence, the most prominent marking (1) being the most important item (in this case, the word 'when'), the second most important (2) being the object 'paper', and so on. This system of hierarchical prominence is sometimes referred to as tonic or nuclear stress.

Native-speaker listeners will assume that their interlocutor will follow this method in allocating pitch and stress until checked otherwise. Because non-native speakers do not (in general) follow this system, native speakers are obliged to carry out a different method of decoding which is more laborious and slower—namely, syntactic decoding, which means identifying the syntactic or sentence elements (subject/verb/object/complement/ adverb). So when a non-native speaker asks a similar question it is likely that several items will receive equal prominence, as in the example below:

When ? MUST we \, FINish this ↘↗ ASSignMENT

By placing prominence on three items (modal auxiliary, verb, and object) rather than one, this speaker has effectively 'neutered' the pragmatic intention of the utterance. The tutor will have to infer for him or herself what the student's intention might be (in this case, a request for information about due dates). Such analysis can be extremely wearing over prolonged exchanges, and lead to listener fatigue, boredom, and lack of empathy. [10]

An important prosodic feature, 'stress' applies to individual syllables, and involves, most commonly, loudness, length, and higher pitch. Each of these features may contribute in differing degrees at different times. Stress is an essential feature of word identity in English. It is evident that not all syllables of a polysyllabic English word receive the same level of stress; in connected speech, usually two levels of stress appear to be perceptible, to non-native speakers in particular,

regardless of the number of syllables: stressed and unstressed. What is known as the primary stress is regarded as the stressed syllable while the rest, secondary, tertiary, and weak, are rendered as unstressed syllables. [21]

At the clausal level, normally, words that carry higher information content in the utterance are given higher stress than those carrying lower input (information) and those that are predictable in the context. It is generally the case that one word is stressed more than any other since it possesses the highest information content for the discourse utterance, that is, it informs the hearer most. The group of words described above are largely from what is called 'content' words as opposed to 'function' words. Content words are nouns, verbs, adjectives, and adverbs while function words are articles, prepositions, conjunctions, and modal auxiliaries. Furthermore, it is content words that are polysyllabic, not function words. This classification conforms to grammatical considerations. The classification we present here from a suprasegmental viewpoint that is on the basis of being stressed or not, is slightly different from that of grammar. [9]

Four major types of stress are identified:
- unmarked tonic stress
- emphatic stress
- contrastive stress
- new information stress

Listing the forms of intonation and parts of the prosodic elements of the English language, the function of intonation is going to be highlighted in the next point of the research paper.

1.3 The influence of the learners' L1 in teaching English intonation

It has been widely observed that the form of intonation is different in different languages; for example the intonation of languages such as Swedish, Italian is instantly recognisable as being different from that of English. Not surprisingly it has often been said that foreign learners of English need to learn English intonation. Some writers have gone further that this and claimed that, unless the foreign learners learns the appropriate way to use intonation in a given situation, there is a risk that he or she may unintentionally give offence; for example the learner might use an intonation suitable for expressing boredom or discontent when what is needed is an expression of gratitude or affection. This misleading view of intonation must have cause unnecessary anxiety to many learners of the language. [21]

Kenworthy states that because of the role of that native language plays, there has been a great deal of researches in which the sound system of English and other languages are compared and the problems and difficulties of learners predicted. This applies not only to the individual sounds but also to combinations of sounds and features such as rhythm, and intonation. To put it very crudely, the more differences there are, the more difficulties the learner will have in pronouncing English. There are more 'favoured' and less 'favoured' languages. Although one must be careful not to over-simplify the situation and think too much in terms of handicap or barriers to learning. To do this would be to ignore what the writer knows to be demonstrable – that people from many different language backgrounds can and do acquire near-native pronunciation in English – and to deny the role of other factors. [17]

It is important to remember that the way a person speaks is a sign of their foreign accent origin. Every language in the world has different varieties and different accents (these may be regional or social class accents). In some languages, there are even different styles of pronunciation for men and women. The way people speak is really a part of their identity. Much the same applies to a foreign accent; to speak English with a foreign accent amounts to a declaration: 'I am not English, I am from somewhere else.' People may actually feel (though they are not conscious of it) that there are advantages in being immediately identifiable as a foreigner, because their listeners will be aware of the possibility of misunderstanding and perhaps adjust the way they listen. But the most prevalent attitude held about speaking with a foreign accent is that it is the learner's 'problem'. The learners must try to get away from this. What the teachers and the learners are really dealing with is a phenomenon on a level with the other accents of English - Australian accent, American accent, Scottish accent, foreign accent. Speaking with a foreign accent is only a 'problem' if it leads to a breakdown in communication. [17]

1.4 The function of English intonation

Celce-Mauricia [7] goes further in claiming that intonation can overrule grammar in many cases; strengthening the claim for the teaching of intonation. The writer outlines the uses of intonation as including an important conversation management function, with the speaker being able to subtly signal to the interlocutor to quit talking, to respond in a particular fashion, or to pay particular attention to a piece of highlighted information.

Underhill [25] referred to pitch as one of the acoustic correlates of stress. This means that intonation, in the sense of simple pitch movement, has a role to play even at the level of words spoken in isolation. Pitch movement is associated with primary stress and not with secondary

stress, a second observation can be added, which is that pitch movement on the primary stressed syllable is usually a fall from a higher pitch to a lower pitch.

Underhill provides an example to say the following words which are stressed on the first syllable, and notice the pitch movement between first and second syllable:

'awesome 'lovely 'beauty 'practical 'wonderful

Where there are unstressed syllables before the primary stress, they will be voiced at a lower pitch than the primary stress.

a'mazing spec'tacular re'ality to'night

Intonation in the form of simple pitch movement carrying no significance other than to mark the primary stress enters the phonological scene at the level below that of connected speech. So there is an opportunity to work on awareness of pitch movement whenever learners are working on the pronunciation of isolated words.

Roach listed and categorised the functions of intonation in the following way:

1. Attitudinal function
2. Accentual function
3. Grammatical function
4. Discourse function

Intonation enables the speakers to express emotions and attitudes as people speak; this adds a special kind of 'meaning' to spoken language. Some writers expressed the view that intonation is used to convey the speakers' feelings and attitudes, for example, the same sentence can be said in different ways, which might be labelled 'angry', 'happy' , 'grateful', 'boredom'. A major factor in this is the tone used, and most books agree on some basic meanings of tones.

The term accentual is derived from 'accent' a word used to express 'stress'. Writers when using the term intonation has accentual function they imply that the placement of stress is something that is determined by intonation. The placing of stress is independent of and prior to the choice of intonation. However, one particular aspect of stress could be regarded as part of intonation: this is the placement of the tonic stress within the tone-unit. It would be reasonable to suggest that while word stress is independent of intonation, the placement of tonic stress is a function (accentual function) of intonation. It is frequently said that the placement of the tonic syllable

indicates the focus of the information. The placement of the tonic stress, is therefore, important and is closely linked to intonation.

The word 'grammatical' tends to be used in a very loose sense in this context. It is usual to illustrate the grammatical function by inventing sentences which when written are ambiguous, and whose ambiguity can only be removed by using differences of intonation. The intonation of question tags (e.g. isn't it, can't he, etc.) is often quoted as a case of a difference in meaning being due to the difference between falling and rising tone.

If considering how intonation may be studied in relation to discourse, we can identify two main areas: one of them is the use of intonation to focus the listeners' attention on aspects of the message that are most important, and the other is concerned with the regulation of conversational behaviour. [21]

1.5   The importance of Teaching English Intonation in Upper-primary schools

It is a common truth that the way we say something can be just as important in conveying a message as the words we use to say it. Intonation choices made by speakers carry linguistic information and the various elements of intonation are seen to perform a variety of functions. [20]

Especially in the case of non-native English speakers, how much does intonation contribute to successful communication?

Roach [21] suggests that reports of miscommunication are overestimated, and that when nonstandard English creates misunderstanding or causes offence, the root of the problem is on "very few occasions" found to be intonation.

Clennel [10] cites research and anecdotal data showing the problems that intonational 3 miscues can cause between native- and non-native speakers. Clennel summarizes these as follows:

1. The prepositional content (essential information) of the message may not be fully grasped.

2. The illocutionary force (pragmatic meaning) of utterances may be misunderstood.

3. Interspeaker cooperation and conversational management may be poorly controlled [10]

Furthermore, Jenkins [16], in arguing what is important and peripheral in intonation for non-native speakers interacting with each other in EFL situations, says that while tones are non-vital, mistakes of prominence or "nuclear stress" are one category of phonological error which can cause breakdowns in communication.

For those concerned with English-language pedagogy, Dalton and Seidlhofer point out a conundrum: even supposing that the features of intonation are "particularly important in discourse … at the same time they are particularly difficult to teach". In ELT, intonation is widely regarded as slippery. Attempts to describe it in ways amenable to instruction have proved elusive. [20]

Roach [21] says that of the rules and generalizations that could be made about conveying attitudes through intonation, those which are not actually wrong are likely to be too trivial to be worth learning.

Bradford [2] suggests that part of the difficulty arises from the fact that intonation patterns are planned at a deeply subconscious level, so even native speakers may be unable to describe and analyze the patterns they themselves use with precision.

Brazil, while advocating an intonation pedagogy which highlights tones, concedes that these phenomena are difficult even for native speakers to analyze and agree on. [3]

From these researches an important question arises in case intonation is so difficult, should the teachers attempt to teach it. [17]

Reasons for teaching intonation:

Intonation exists in every language. However, learners are often so busy finding their words that intonation suffers. Yet intonation can be as important as word choice – learners do not always realise how much difference intonation makes:

- Awareness of intonation aids communication.

- Incorrect intonation can result in misunderstandings, speakers losing interest or even taking offence.

Although it is unlikely the learners will need native-speaker-level pronunciation, what they do need is greater awareness of intonation to facilitate their speaking and listening. [1]

It is difficult for the learners to hear their own intonation. In this case, the teacher needs to listen to closely: as the learners listen, visualise the melody in their heads, 'seeing' how it is divided into tone-units.

Every time a teacher does a speaking activity in the class, she/he is ought to focus on the students' intonation. The teacher may ask a couple of questions while teaching and correcting the

learners' intonation: Are there students whose language is 'correct', but something does not sound right? Do they come across as boring or insincere? It may well be their pitch range isn't varied enough.

How the teacher should help his/her students?

A particularly important part in helping the learners is raising the learners' awareness of intonation. The BBC (British Broadcast Corporation) lists a couple of techniques to help learners acquire awareness of English intonation.

First technique is to provide learners with models; the teacher should not be afraid to exaggerate his/her intonation. Telling sentences in different intonation patterns, in order to make the students understand each intonation pattern and their pronunciation. The next technique listed by BBC is to let students compare two examples of the same phrase, e.g.: varied and flat intonation, English intonation pattern and the learners' L1intonation pattern. In order to make the learners aware of English intonation and different types of intonation, the teacher should provide examples, so that the learners may see the differences between several intonation patters, or even the difference between their own mother tongue and English language intonation features. Another interesting activity may be implied in the classroom is to ask students to have a 2-minute conversation in pairs as 'robots' (elicit the word using a picture if necessary), i.e. with no intonation. Then they go back to speaking 'normally'. At the end of this activity the teacher may point out that the differences made by intonation, and explain that this is what gives movement to the speakers' voices. The last technique given by the BBC is to get students to imitate the teacher's intonation, although without words, just humming. This technique would illustrate correctly the pitch-movement and the tone of the speaker. The learners may hear when and how to vary their voices and how each English intonation pattern would sound without words.

Intonation does not exist in isolation and rarely appears in student-books separately, so it makes sense to approach it together with other factors. [1]

Clenell invested in searching the answer to the following question: Why do many learners lack competence and confidence in the area of English intonation? [10]

There are a number of related reasons for this. Firstly, the discourse/pragmatic functions of English prosody appear to be specific to the English language, and as such are unfamiliar to most overseas learners of English, regardless of language or cultural background.

Secondly, these discourse and pragmatic functions are not readily appreciated even by native speakers, including teachers of English, mainly because of their inherent opaqueness in the discourse, and a lack of precision in describing suprasegmental features of phonology. Few if any teachers come to TESOL courses with an adequate understanding of English intonation in natural discourse

Thirdly, interference from the learners may be a problem, especially if they are speakers of oriental languages, which have a tonal and rhythmic structure sufficiently different from English to make even basic competence in the discourse features of English intonation extremely difficult. And, finally, there is the problem of materials. English prosody—particularly its discourse function—is not adequately dealt with by most available pronunciation course-books in ESL, although a growing number are turning their attention to prosody in discourse settings.

Oral communication becomes more difficult for both parties, for three important and interrelated reasons:

1. The propositional content (essential information) of the message may not be fully grasped.
2. The pragmatic meaning of utterances may be misunderstood.
3. Inter-speaker co-operation and conversational management may be poorly controlled.

Without shared prosodic awareness, at the level of decoding messages, listening comprehension in English becomes a more difficult activity for both parties. Native speakers of English mark the propositional content of the message with stress and pitch in such a way that the content is hierarchically differentiated in terms of its perceived importance to the speaker.

The illocutionary force or the pragmatic intention of the utterance may not be clear to both parties. The failure of non-native speakers to pick up sarcasm, for example, is well known. Two prosodic elements—tone and key—work in different ways to mark pragmatic intention. By 'tone' the writer means the choice of pitch contrast the speaker makes; in English, this is normally limited to a rise or fall, or a combination of the two. By 'key' the writer refers to the choice of relative pitch made by the speaker. This choice is more far-reaching than we may realize; for example: failure to perceive significant pitch change can create subtle misunderstandings in, for example, the confusion between conducive questions (in which the speaker already has a reasonably clear expectation of the answer) and non-conducive questions (in which the answer is unpredictable). Conducive questions carry (almost invariably) a falling tone. [10]

Roach [21] states a technique in order to teach and make learners aware of English intonation. A much more useful and realistic approach is to study recordings of different speakers' natural, spontaneous speech and try to make generalisations about attitudes and intonation on this basis. A notion of expressing an emotion or attitude is itself a more complex one than is generally realised. First an emotion may be expressed involuntarily or voluntarily; if the speaker say something in a happy way, this may be because he/she feels happy. Second, an attitude that is expressed could be an attitude towards the listener (e.g. being friendly), towards what is being said (e.g. saying something special) or towards some external event or situation. To understand and being able to analyse these parts of intonation, the learners may use and practice saying sentences in different pitch patterns, such as using variations of loudness and speed. For example almost certainly the speaker will have uses different voice qualities for different attitudes. The speaker may use their pitch rage in different ways: their pitch movement may have taken place within quite a narrow range or using the full range between high and low; if not using a pitch rage, one may use different keys: high key (using the upper part of their pitch range), mid key (using the middle part of their pitch range) or low key (the lower part). These factors are all of great importance in conveying attitudes and emotions, yet the traditional handbooks on English pronunciation have almost completely ignored them. [21]

1.6 Methods of Teaching English Intonation

Intonation is such a complex aspect of spoken language that it is particularly important that the teacher calls the learners' attention to the use of intonation when they are listening, and comments on their use of it when speaking. This is best done by the use of probing questions which refer to functions of intonation already presented. For example, if a learner replies to an information question with a rising pitch, the teacher might pause and ask: 'Are you sure?'; or, to a learner who has used very little pitch movement, the teacher might say: 'You sound a bit bored.' When a tag question appears in a text, the teacher might stop the tape and ask: 'What answer does the speaker expect?'. Keeping learners constantly 'alive' to the use of intonation is one way to ensure that this aspect of language is well integrated into lessons. [17]

Proclaiming and referring tones

Sentences a and b each have two tone units here, but the first has referring tone followed by proclaiming tone, and the second has proclaiming tone followed by referring tone. Try to get the movement shown by the arrow onto the prominent syllable.

a The TEA'S , on the TABIe

b The TEA'S on the TABIe

 When the learners think they have made a significant distinction between them, see if they can match them to these alternative wordings:

 a Well, as for the tea, it's on the table.

 b Well, as for the table, it's got some tea on it [25]

In many descriptions of English intonation the fall-rise pattern is linked with 'making reservations'. Examples such as the following are given: (a) I like his wife.

contrasted with (b) I like his wife.

 In saying (a) the speaker is said to be making a left-handed compliment. He is disliked, but the speaker doesn't want to say this, so opts instead for the one positive thing that can be said, holding the negative back. This is usually illustrated by giving possible continuations for (a) such as . . . but I can't stand him/ but his family drive me mad.

But if we examine this link more carefully we see that nothing negative need be implied. There is simply something further to say (something has been reserved) and it may be positive or negative. So, another possible continuation is . . . and I'm sure I'll like his parents, too. It may very well be that our human liking for gossip brings the uncomplimentary interpretation to mind first. If a left-handed compliment is intended, then other features of communication will be present and interact with the intonation pattern, a knowing look or a grimace, for example. [17]

Reading aloud and intonation [25]

The teacher takes any paragraph and read it aloud three times, the first time using only proclaiming tones, the second using only referring tones and the third time using level or zero tone. The learners will notice what it feels like when the teacher does this, and how the intonation choice affects their feeling of purpose.

Reading aloud is an interactive process between reader and text. The reader is meshing information from the text with existing knowledge. The way the reader uses intonation to highlight the information structure of the text can provide you with a useful diagnosis of her understanding of the text. The reader can:

1. Leave words and chunks floating free, unconnected into sense groups or tone units, making it quite difficult for the hearer to follow.

   She is saying: This is what the disconnected words and phrases are.

2. Quote the text.

   She is saying: This is what the connected text says though she brings little outside knowledge to bear.

3. Enter the text, perform it, and highlight syllables, words or phrases.

   She is saying: This is what the text means to me.

The reader is adding her own interpretation and orientation towards the hearer, making tone choices in the light of assumptions about the state of convergence of the common ground. This reading is interactive.

There is a continuum of delivery from quoting the text: This is what it says, to entering the text and performing it: Here is my version of it.

Reading aloud is considered to be a powerful instrument for diagnosing the reader's understanding of the text.

Part II.

2.1 Acquisition of the intonation system of English language

According to the language learning theories, learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. If true, learners' exposure to the target language will be critical factor in determining their success. In EFL (English as a Foreign Language) settings, especially those where students have little opportunity to surround themselves with native input in the TL (Target Language), and to ascertain that students have opportunities outside of class (e.g. in language laboratory or learning centre environment) to experience samples of the authentic oral discourse of native speaker; similarly, it will fall to teachers to encourage out-of-class conversational use of the TL. The teacher should maximize students' exposure to the target, and to encourage to expand their own domains of linguistic competence, stressing the importance of language exposure in the process of acquiring all aspects of language: pronunciation, grammar and vocabulary. [8]

2.1.1 Methods of raising awareness of English sounds and intonation

A question is stated of what goals should be set for individual learners or groups of learners. How 'good' should the learner's pronunciation aim to be? Whereas some time ago it might have been said that the goal should always be native-like pronunciation, even though it was realized that this would be achieved by relatively few, most people now think that this is an inappropriate goal for most learners. The great majority of learners will have a very practical purpose for learning English and will derive no particular benefit from acquiring a native-like pronunciation. While native-like pronunciation may be a goal for particular learners, and while the teacher should never actively discourage learners from setting themselves 'high' goals, for the majority of learners a far more reasonable goal is to be *comfortably intelligible.* It is significant that in English and in many other languages teachers and learners can make a distinction between 'hearing' and 'listening'. Hearing requires mere presence plus ears, listening require work, the teacher can ask someone to 'listen carefully' and accuse someone of not listening to what the teacher have said. It was proved that some people are more difficult to listen to than others, and when someone listens to a foreigner speaking their native language the person expect to have to work a little bit harder.

Although for the most part speakers expect conversations with non-native speakers to be 'comfortable'. In setting goals for learners, teachers must consider the effect of mispronunciation on the listener and the degree of tolerance listeners will have for this.

Focusing on the learners' English speaking capabilities the teacher must highlight the importance of the usage of intonation in speech. Intonation is a feature of pronunciation and common to all languages. Other features of pronunciation include stress, rhythm, connected speech and accent.

As with these other features, intonation is about how the speakers say something rather than what they may say. At its simplest, intonation could be described as 'the music of speech'. A change or variation in this music (or pitch) can affect the meaning of what the speaker say. One may therefore think of intonation as referring to the way the speakers use the pitch of their voice to express particular meanings and attitudes.

Most English course books provide some intonation practice, although the teachers are more likely to find authentic and interesting examples of spoken English on the internet. For young learners British Council podcasts (See Appendix 2) provide resources of spoken English which is simple and understandable for upper-primary school learners. For more advanced students, BBC podcasts offer a great variety of resources, which include interesting topics for learners with different interests.

YouTube is another fantastic resource. The learners may listen to how the native speakers respond to humorous questions, serious topics and uncomfortable issues. The teacher may highlight and draw the learners' attention on the speakers' intonation and how the intonation in the voice changes with the change in topic.

As it has been stated, intonation is an important aspect of pronunciation, but it is worth remembering that the learners probably using it correctly much of the time. What the teacher should focus on is that his-her learners does not sound robotic.

Although if the learners wish to be more confident about their intonation in English, and especially if they wish to use it with precision and subtlety, then it is certainly worth spending time noticing how others use it, imitating their use, and listening to a recording of your their voice. [4]

2.1.2 Improving English communication ability

Whether the teacher is teaching general English lessons or he/she is focusing specifically on conversational English, the teacher should have the same goal: helping his/her students sound as natural as possible.

Intonation is a huge part of natural communication. The way speakers use pitch, stress and emphasis on specific words can completely change the meaning of a sentence.

For example, the learners can be tested by saying the sentence **"she didn't steal my wallet"** five times, placing the emphasis on a different word each time the learners say it.

As can be recognised, the sentence takes on a different meaning every time the speakers stress a different word. For EFL (English as a Foreign Language) or ESL (English as a Second Language) students, this can become a problem if they use the wrong intonation and in a result, the speakers convey the wrong message.

If the teacher wants his/her students to be fully prepared for communication with native speakers, or use English language properly in and out of the classroom, it is essential to make them aware of intonation pitfalls and prepare the learners to say what they mean to say. [14]

2.1.2.1 Stress in speech

Correct word stress patterns are essential for the learner's production and perception of English. If a non-native speaker produces a word with the wrong stress pattern, an English listener may have great difficulty in understanding the word, even if most of the individual sounds have been well pronounced. In listening, if learners of English expect a word to have a particular stress pattern, they may not recognise it when a native speaker says it. To explain it in other words, what the learners hear does not match what they have in their mental dictionary.

English often reduces its unstressed a, o, u to the neutral /ə/ sound (as heard in, for example, 'future, method, pursue, ago, forget etc.), which means the meaning of the sentence depends very much on the stressed words.

Obviously, the speakers' stresses have to be in place for them to compress the unstressed words. In case the speakers do not compress unstressed structure words, they may sound unnatural and the precise meaning may become blurred, while the speakers also sound too insistent. [5]

Kenworthy [17] stated rules for the usage of word stress, of which the learners should be aware of. In the list below, the following rules should be introduced to the learners by the teacher:

<u>Rule 1</u>. : 'Front weight' in nouns and adjectives. There seems to be a very strong tendency in English for what is called core vocabulary to have stress on the first syllable. This means that many common nouns and adjectives will have stress on the first syllable. (See Appendix 3)

Rule 2. : Two- and three-syllable words which have a prefix. In words with prefixes such as 'be-', 'in-', 'dis-', 'ex-', 'un-', etc., the stress is almost always on the second or third syllable, i.e. prefixes are not stressed in English words. The learners must note that the majority of these words are verbs. (See Appendix 4)

Rule 3.: Words with suffixes. If the speakers examine English words with suffixes, a similar tendency is revealed: suffixes are never stressed. (See Appendix 5)

The rules listed above are some of many other rules, which should be introduced by the teachers in the classroom in order to improve the learners' competency in English word stress. Although word stress is one of the key points of teaching English intonation, the teachers should consider the teaching of sentence stress as well. According to Kenworthy [17] there are several effective ways of making the learners aware of sentence stress.

In spoken English there are various ways in which a speaker gives the listener information about the relative importance of different parts of the message. One way of doing this is to put stress on the words which carry the most information. This is usually called main sentence stress. There are several ways of introducing learners to the use of stress placement in the clause or sentence. As listeners, it is essential that they are able to spot points of focus in the stream of speech; as speakers, they must highlight points in their messages, or English listeners will have difficulty in interpreting what they hear, in deciding how it relates to what has just been said and predicting what the speaker is possibly want to focus on.

Stress placement in utterances is linked to relative importance. The introduction of sentence stress will be more effective if the teacher can select a context which forces learners to grapple with this notion of 'importance'. After all, this is an abstract concept which can be quite elusive and difficult to define. In looking to and example, one could simply say, 'When you speak, give more emphasis to the most important words', relying on concepts of 'emphasis' and 'importance' that the learners have developed already through the use of their native languages. [17]

It would be so easy to put life into the students' sentences simply by reminding them to stress the logical words, as they practise speaking. But course books seem to ignore this speaking tool,

which emphasises the most important words in each context – the very backbone of conversation. [4]

By looking at some ways of introducing learners to the way speaker gives the listener information about the relative importance of different parts of a message, the next part will list ways of exploring the use of stress in sentences to convey specific meanings.

Conversations are full of negotiation. Speakers often want to assert a fact, or opinion quite strongly, deny what another speaker has said and offer a correction, or ask about alternatives and options in order to come to an agreement about what to do. English has various means of carrying out these functions, including special constructions and vocabulary such as 'it's me who has to tell him' (the cleft formation) or 'on the contrary'. However, English speakers very often resort to stress to achieve their ends. For example, if a speaker has just made a statement with which you disagree, then you can assert the opposite by repeating their words almost exactly, but changing the verb from positive to negative or vice versa, and moving the main sentence stress. Learners of English need to be aware of this use of stress in order to follow discussions, arguments, and exchanges of opinions. The ability to use stress in this way is also a useful speaking skill.

English specialises in compressing unstressed auxiliary verbs. 'I would never have caught it.' becomes 'I'd never've caught it.'. Even unstressed 'going to' is often pronounced 'gonna' today.

In conclusion, the sooner foreign students get into the habit of stressing the relevant words, the sooner they will be able to communicate with English speakers – which is, presumably, their ultimate wish.

2.1.2.2 Intonation in Speech

Upon hearing an unknown language, most people seem to react not so much to different sounds (these may not even be noticed) as to the intonation and rhythm of the language. It is very common for people to say for example, 'Language X is very melodic/sing-song', and equally common for people to claim that their own language is 'very flat, and doesn't have much melody'. This reaction is perhaps an indication of the largely unconscious level at which intonation (and rhythm) operate, since all languages have intonation and a characteristic rhythmic pattern.

It would seem sensible to exploit in the classroom this tendency to compare the new and native languages as a means of building awareness of intonation in English. In teaching situations

where the class members share the same native language, or where only two or three languages dominate, some comparative activities can be carried out in the classroom. [17]

We know that a dominant learning strategy is 'transfer from the native language' so learners will tend to use intonation in English in the ways it is used in their native language. The findings of some studies which have been done to compare the use of intonation in different languages were examined.

One such study looked at the use of rising and falling patterns. It was found that for declarative sentences, thirty-five languages (including English) were reported as using a fall, but only two were reported as using a rising pattern. For question-word questions (commonly called WH-questions in English), fourteen languages (including English) were reported as using a fall and three as using a rise. For polar questions (answerable by yes or no), thirty-seven were reported as using a rise, against four using a fall. (Note that the criterion used is the link between a sentence type and an intonation pattern.) There were also similarities in the way various attitudes were conveyed through intonation.

Since there seem to be 'intonation universals', teachers can assume fairly safely that in many cases learners will use intonation in English appropriately. In conclusion, although the speakers know that there are differences, these universal uses indicate a way forward, that is, to use what the learner does *as the starting point* for work on intonation. The teacher should devise ways to find out what learners seem to be doing, and then reinforce the appropriate uses and modify the inappropriate ones.

Many of the comparative studies that have been carried out have focused on the attitudinal uses of intonation, and on links between sentence type or function and certain intonation patterns. But this is not everything that intonation teaching covers by any means. Intonation has many different functions.

Another alternative, one that has dominated intonation teaching, is the presentation of the patterns of English intonation in the form of rules. The teacher becomes involved in making statements for teaching learners English intonation. In using this approach it is vital to remember that intonation has much in common with gesture, indeed it has been called 'vocal gesture'. When one observes how people use gesture and facial expression, there seems to be a great deal of evidence that one specific gesture has a specific meaning. [17]

By focusing on the approaches and methods of teaching intonation the learners must be aware of the functions of intonation. With the help of comprehending the functions, may help the learners acquire English intonation effectively. The teacher may draw the attention of his/her learners to the importance of intonation and its influence on speech.

2.1.2.3 Functions of Intonation in English Language

An important question demonstrated in the following part, which is '**how important it is to teach intonation'** to English language learners.
The ability to communicate and the ability to be understood are the most important parts of learning a new language. Teachers understand this and spend countless hours carrying out pronunciation and grammar exercises in the classroom. While that is certainly important, it is not enough.

Many non-native English speakers have problems recognizing and using the different intonation patterns in English. For an instructor, it's crucial to raise the learners' awareness of intonation because it performs a function, as well as indicating an emotion. Teaching this aspect of phonology is often an area overlooked by teachers and something that often confuses students because the key meaning of what is being said is not encoded in the meaning of the words, but rather the sound of the person´s voice (which is often very culture-dependent). [23]

Students do not simply need to learn what to say, they also need to learn **how to say it**. Although, sometimes it can be difficult to teach a topic like intonation, which can be very subtle and which comes naturally to native speakers. [14]

Being unaware of these differences increases the possibility for a non-native speaker to easily miscommunicate or misunderstand the intended message. For example, the English language has a literal meaning and a contextual connotation (e.g. I really like your hair). Depending on the speaker's intonation, the literal meaning can denote a compliment while the non-literal meaning can show sarcasm. Though language learners have a concept of intonation from speaking their own language, how it is used in English differs. [23]

There are quite a few theories that attempt to explain what intonation does and how it is used in English. According to [4] teachers should teach two of its main functions:

Attitudinal

In many spoken languages around the world – but especially in British English – it is easy for the listener to understand the speaker's attitude: boredom, interest, surprise, anger, appreciation, happiness, and so on, are often evident in their intonation.

For instance, a server at a restaurant asks 'How's the chocolate muffin, madam?' and the speaker reply 'mMMmmmm' with the intonation rising in the middle and falling towards the end. The server nods with a smile. Why? Because the speaker have just expressed your appreciation for the item through the music of your voice – and with not much as a single (ordinarily meaningful) word.

Another instance of a different type would be a person intonation on receiving a surprise birthday cake at his/her work. 'Did you get that for me?' you might say – the speaker uses rising intonation, particularly on 'me' at the end, expressing surprise and delight.

The feeling of boredom or indifference, on the other hand, might be expressed with a flat tone. Comparing the 'thank you' uttered to the mailman delivering a utility bill (flat) and the 'thank you!' said when someone helps another mend a flat tyre on the side of a road (expressive, heartfelt).

Speakers often express gratitude and other emotions as much by their use of intonation as by the use of specific words.

Grammatical

There are some intonation patterns in English, which, for the most part, correspond to the use of particular grammar structures. The most common example is in the use of wh- questions (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how'), which usually have a falling intonation.

In a conversation with a new classmate, the following questions would sound most natural with falling intonation: 'What's your name?', 'Where are you from?', 'Why did you choose this school?', 'How long will you study here?'.

Questions that require a 'yes' or 'no' answer, however, usually have upward intonation. In the same conversation with your classmate, your voice would rise at the end when asking the

following questions: 'Have you studied here before?', 'Do you like the teacher?', 'Will you come back tomorrow?'.

By teaching these functions of intonation to learners, would help them distinguish between different intonation patterns and be able to understand what particular part of the sentence is stressed. This carries as much information as a word would. Uttering sentences and words with the correct stress pattern helps the learners acquire a native-like pronunciation. These important factors presuppose a question o how to teach it properly to upper-primary school learners.

2.2 Effective Intonation Activities

Learning to speak English and communicating effectively goes beyond only grammar and vocabulary. ESL (English as a Second Language) or for EFL (English as a Foreign Language) learners need plenty of intonation practice to avoid miscommunication both as a listener and speaker. [23]

There are five tones in English which can specify different emotions and functions:

Fall ↘

Rise ↗

Rise fall ↗↘

Fall Rise ↘↗

Flat →

Looking at these examples it can clearly be seen how intonation can change the meaning of each one:

a) 'aah!' = surprise (sharp fall) / realisation (rise-fall) / 'cuteness' (fall, slow) / fear (flat, long)

b) 'what?' = surprise (sharp rise) / confusion (long, flat) / irritation (sharp fall)

c) 'a handbag' = affirmative statement (fall) / An item on a list (flat) / interest or curiosity (rise) / an old lady's outrage (sharp, extreme fall-rise)

The teachers may ask themselves how and when to incorporate intonation practice in lessons. A good time to introduce intonation is to have a pronunciation stage. [23]

When teaching intonation, it is best to use activities that are fun and engaging for upper-primary school learners. Stress and emphasis are not skills that most people can learn from studying through computer programs and textbooks.

The teacher first of all may include some **interactive intonation activities** that will help his/her students actively build their communication skills. [14]

1. Video Warm-up [14]

Regardless of whether you're teaching intonation for the first time or you're simply reviewing material you covered last week, it is always a good idea to introduce a short warm-up that gets students thinking about the material.

One of the best ways to teach correct English intonation is to **show students authentic English speech** in a variety of situations. FluentU is an innovative platform that helps teachers do that **while also actively building students' language skills**. Teachers may also use FluentU's built-in curriculum tools to create lessons that demonstrate a range of English speech patterns. In addition, teachers are able to track students' progress, assign homework and hold discussions all from the platform. Meanwhile, while the students devour fun English videos, they might not even realise how much they are learning. [4]

2.   Stress-Shifting

First, the teacher would need to **collect a list of sample English sentences** that his/her students will read aloud for intonation practice. "Perfect Phrases for ESL Conversation Skills" is a popular English phrasebook that teachers can use to pull sample sentences from.

Once in class, the teacher may write one of the sentences on the board and underline a word to stress. After doing this, the teacher may have a student volunteer to read the sentence. Then, the teacher shall erase the underline and move it to another word. Have a different student to read the sentence.

The learners and the teacher should discuss how the intonation shifted, and how the meaning of the sentence changed accordingly. The teacher may rinse and repeat with the other sentences on the list.

If there is access to a language lab or recording devices, the teacher can have your students record themselves, saying each sentence with different words stressed. This creates a great opportunity for the teacher to assess every student's intonation, and ensures that even the shyest students get in on the activity.

3. Inside Out

This exercise is a **fun and effective way for students to practice English intonation**. It will help students learn how intonation can be used to express emotions, feelings and attitudes in English.

For this activity, the teacher should assign each student a specific emotion or feeling (such as "excitement," "fear," "sadness," "confusion" and so on, as it is in the popular kids' movie "Inside Out") and have the learners **communicate using the emphasis and pitch that reflects their feeling**.

For beginner classes, the teacher might want to create the sentence beforehand in order to save class time. Although, for your intermediate and advanced classes, the teacher may feel free to have them make up their own sentences that coincide with their assigned emotion.

4. Who Do You Think You're Talkin' To?

People speak differently to people depending on who they are and how the speakers feel about them.

This is incredibly important for ESL students to know when learning English, in order they do not go through life speaking sarcastically to everyone they encounter. **This activity helps them get used to adjusting their intonation depending on their audience.**

The teacher may put students in pairs and have them read sample sentences to each other. But when they read each sentence, the teacher should change the dynamic by having them pretend they are speaking to a stranger, a close friend, a parent, someone they do not like and etc.

The teacher should listen as he/she walks around the class and pause, correct or discuss with students where necessary. At the end, gathering students for a group discussion about the ways

they modified their pitch and word stress depending on their audience, the learners get a clearer picture of the usage of intonation.

5. Intonation Improvisation

This ESL role-playing activity builds on the last one, with an opportunity for more advanced students to get extra English communication practice. It is also a nice way to help more creative students to be more productive.

Students are divided into in groups of two or three and are given a number of different scenarios, such as:

- Meeting a friend for the first time in years
- Arguing with a stranger
- A doctor and a very sick patient

Every scenario has a different type of emotion that can be expressed through intonation. Reconnecting with a friend should have an intonation that demonstrates excitement or happiness, while arguing with someone would be sarcastic or angry.

The teacher may let students discuss and prepare in groups and then perform one by one for the class, or simply call up volunteers to improvise together. Depending on the class' proficiency level, the teacher may want to have some general lines written out that students can build off of.

Keep each role-play brief (just a couple of minutes) so that the focus stays on intonation. Afterwards, students can pose questions or discuss what they heard and how they might have changed their own intonation.

Every teacher must remember that every language has its own rhythm and rules regarding intonation, and shall not assume that his/her students will automatically understand English intonation the first time they are taught. [14]

Brown [6] describes a listening task, by which intonation can be taught in classroom. The instruction is the following:

- Listen to the following question being answered in three different ways:

A Johnny, have you finished your homework?

B: 1. ↘Yes

   2. ↘↗Yes

   3. ↗Yes

With the answers (B) means a) maybe b) definitely c) why are you asking me?

The learners should match the numbers to the letters according to which the second speaker uttered the answer. With the help of such listening tasks the learners may hear native speakers talking and expressing different attitudes with the same word. This may catch the learners' attention on the colourfulness of intonation and make them use different intonations properly in order to express themselves.

According to the journal [23] for students to convey the right emotion they must first understand it. The teacher may try an exercise in which students can see that the intonation, not the words, is what conveys real meaning. Making this a multiple choice exercise is an effective way of teaching intonation. For each question, the teacher writes a short sentence or phrase. Below it he/she writes several options students may choose from.

For example the teacher might say: '*I have something to tell you.*'

How does the speaker feel? Happy and excited? Sad and worried? Nervous and worried?

After that, the teacher reads each sentence/phrase out loud making sure she/he conveyed the right feeling. For instance, he/she may say, "I have something to tell you" in a way that conveys that it is a serious matter that worries the speaker, and is nervous talking about it. Students listen to each one and circle the right feelings.

Listing another useful task, the teacher may give the students a series of questions they must evaluate. [23]

Tell them that they must indicate whether each has a rising or falling intonation. For example:

Did you remember to buy the milk? (rising)

Where did you buy that? (falling)

The teacher must examine if students can understand each intonation pattern for instance a yes/no questions have rising intonation; wh-questions have falling intonation.

Kenworthy [17] gives an exercise for beginners and states that at beginners' level, it is possible to demonstrate the shift of stress using simple dialogues in which the two speakers ask each other the same question in turn. For instance:

A: What do you **?**

B: I'm a computer programmer. What do you do?

A: I work in an office.

When **A** asks the question both 'what' and 'do' will be stressed. When B asks the same question 'you' will receive the most stress. Other similar dialogues can be built around simple questions such as *How are you? What's your name? Where are you from? How many are there in your family?* Such dialogues are ideal to draw learners' attention to the stress placement.

Procedure

The teacher begins by taking the role of first questioner indicating to a student that he or she should ask the same question of the teacher. In the procedure the teacher listens for correct stress placement. If the student does not place stress on the appropriate word/s, the teacher must indicate that something is wrong and provide a correct model. Referring to a written model, the teacher should mark the stress and give a simple explanation.

According to [23] several useful teaching tips for intonation practice are listed. Considering these techniques may help the teacher to use intonation exercises in classrooms properly and appropriately. The teacher must:

1. Give clear models and try the elastic effect by exaggerating the intonation features, and then ask the learners to keep reducing it until it sounds appropriate.

2. Mix a direct and continuous approach by incorporating intonation into each lesson.

3. Model a variety of emotions and functions.

4. Make sure to model and ask learners to identify the function or emotion.

5. Exploit a listening text by identifying recurrent emotions.

2.3 Learning English Intonation (from the Learners' Perspective)

The native language is an important factor in learning to pronounce. English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people. One or two features are enough to suggest a particular language 'showing through' their spoken English.

2.3.1 Factors Influencing the Pronunciation

Several factors may influence the learners' acquisition of English pronunciation. The teacher must be aware of the pitfall and obstacles of teaching English intonation to upper-primary school learners.

2.3.1.1 Age Factor

Many people commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person does not begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers. These beliefs seem to be supported by the many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years. Linguists and language teachers have both been fascinated by the question: Is there an age-related limit on the mastery of pronunciation in a second language? This is a much-researched topic, but the studies have unfortunately yielded conflicting results. [17]

Kenworthy [17] lists several surveys which were carried out to search the age factor's influence n the learners' language acquisition. The judgements made about foreign accents showed that if learning had begun before age 11 or so accents were rare, between 11 and 15 they were not uncommon, and after 15 they were virtually universal. In conclusion, these and many other studies support the hypothesis that age determines the accuracy of a learner's pronunciation.

Upper-primary school learners fall into the age of 10-15 years. From the researches it can be stated that teaching learners for English pronunciation and intonation may be effective and it is possible for the learners to acquire a native like accent.

2.3.1.2 Exposure to English language

Another factor is the amount of exposure to English the learner receives. Most of the learners spend much of their time in a non-English-speaking environment and rarely have access to speaking in English, or encountering native speakers. [17]

In addition, it is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English. Various studies have compared the pronunciation accuracy of people living in an English-speaking country and those who are not, and it seems that amount of exposure, though clearly a contributory factor is not a necessary factor for the development of pronunciation skills.

2.3.1.3 Attitude and identity

It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language.

Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how 'bad' their pronunciation is and in requests for correction - both blanket requests ('Please correct my pronunciation whenever I make a mistake.') and frequent pauses during speech used to solicit comments on the accuracy of pronunciation. It may even be reflected in a reluctance to speak - the 'I don't want to say it if I can't say it perfectly' mentality. When talking in terms of 'strength of concern' for pronunciation people are really pinpointing a type of motivation. The desire to do well is a kind of 'achievement motivation'. Conversely, if the learners do not care about a particular task or do not see the value of it, they will not be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener.

2.3.1.4 Phonetic ability

It is a common view that some people have a 'better ear' for foreign languages than others. This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability'. Researchers have designed tests which measure this ability and have demonstrated that some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately. Although every human being, unless hearing-impaired, has a basic ability; if they did not they would not have learned the sounds of the native language. Kenworthy [17] is not talking about an all-or-nothing situation, and know that training

has an effect. Far more interesting is the question of whether certain types of learners, poor discriminators and good discriminators, benefit from different types of training. One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in which particular sounds are heard and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented. 'Poor discriminators' do not seem to benefit from drills very much. In fact, drills seem to cause their attempts to stabilize before they reach an accurate production of a sound. Because of the complexities involved, this seems a factor which is very much out of the control of the teacher. The teacher can only operate on the assumption that his/her learners have the 'basic equipment' and provide a variety of tasks so that something will suit the needs and abilities of each learner.

From this statement a conclusion can be made, that each learner is different, although their native language affects each of the students' acquisition of native-like pronunciation.

2.3.2 The Learners' Native Language

Because of the role that native language plays, there has been a great deal of research in which the sound systems of English and other languages are compared and the problems and difficulties of learners predicted. This applies not only to the individual sounds but also to combinations of sounds and features such as rhythm and intonation. To put it very crudely, the more differences there are, the more difficulties the learner will have in pronouncing English. The writer states that there are 'more favoured' and 'less favoured' languages. Although one must be careful not to over-simplify the situation and think too much in terms of handicap or barriers to learning. To do this would be to ignore the fact – that people from many different language backgrounds can and do acquire a near-native pronunciation in English - and to deny the role of other factors. [17]

According to Tucker [24] the Hungarian language is not Indo-European, it is a Uralic language. Since a language is the means of expression and understanding, talking and understanding Indo-European languages (including English), and their nations' ways of thinking is difficult for Hungarian learners. One should distinguish between Hungarians living in Hungary (hereinafter referred to as "Hungarians") and Hungarian minorities in the surrounding countries.

The Hungarian minorities in Ukraine, Romania, Serbia, Croatia, Austria and Slovakia study these countries' official Indo-European languages as well.

The Hungarian language is agglutinative while Indo-European languages (including English) are inflected languages. For instance, the phonetic differences are one of the basic difficulties.

In Hungarian the vowels are open and longer than in English. Also the sound value is different. For instance while Hungarian alphabet has "a" [ɔ:] (see: alma=apple) and "á" [a:] (see: áll=stand), English has a single vowel "a" [ə], like the indefinite pronoun.

 Most of English speaking Hungarians instead of [ə] pronounce [ɛ]. The Hungarians' speech basis is totally different from the English one. Moreover, there are vowels in Hungarian (ö [ø], ő [ø:] ó [o:], ü [y], ű [y:]) that have not been pronounced in Indo-European languages. For example, Hungarians pronounce the Hungarian vowels mentioned in the brackets instead of reduced vowels.

As a consequence of phonetic differences it is very difficult for Hungarians to study reading and writing in English. At the beginning of teaching Hungarian students, teachers shall emphasize the sound value of English letters, and teach English pronunciation through printed texts and audio records. [24]

2.3.2.1 Hungarian Pronunciation and English Language

A few of the main differences between Hungarian and English are listed by [15]. This selection is by no means exhaustive but in teaching Hungarian speakers these factors may often come across these differences.

alphabet & pronunciation

Hungarian is a much more of a phonetic language than English. Words are pronounced as they are spelt.

Compared to English, Hungarian uses a greater range of vowel and consonant sounds with (generally speaking) vowels more open and longer than in English. Although both languages use the standard letters of the Latin alphabet, Hungarian also uses long vowels (á, é, í, ó, ú); four diaereses (ö and ü; ő and ű); a number of "voiceless" combinations of consonants (diagraphs – two consonants) and trigraphs (three consonants).

As a consequence of phonetic differences, reading and writing in English is challenging for Hungarians. In EFL class teachers may well come across problem words like *success* which contains the *cc* combination which doesn't exist in Hungarian and can cause problems with learners. The teachers may focus on these types of issues and should begin to introduce and use the IPA to help learners.

In addition, teachers should also pay attention to the letters *q, w, x and y* which do not exist in Hungarian but entered its alphabet through foreign words borrowed from English. Since these letters do not exist in the alphabet Hungarian speakers learning English find it difficult to pronounce the bilabial consonant *w* and end up making it sound like the dentilabial *v*.

2.3.2.2 Common English Pronunciation Problems

As the online chart explains [22] 12 common Hungarian pronunciation problems are stated. The description of the sound and its mistake by the Hungarian speakers are underlined. These common mistakes can be improved by drilling or using minimal pairs. The following sounds are pronounced in a wrong way by Hungarian learners.

The English sound /ɪ/ as in "sit" the common error is made by Hungarians is pronouncing it as /i:/ a sin „seat".

The solution for this pronunciation problem is to Relax the mouth and keep sound short. For practicing these two similar sounds, the speakers must repeat minimal pairs, such as:

ship	sheep
fit	feet
bit	beat
sit	seat
knit	neat

These common mistakes are listed in a chart, which can be found in the Appendix [7]. With the help of the chart the teachers may improve the learners' pronunciation. These techniques help the learners see and understand the differences between English and Hungarian language. In addition, the awareness of English word-stress and sentence-stress can be developed of the upper-primary school learners.

Part III.

The research sought to understand the techniques and exercises used in teaching English intonation to learners of upper-primary forms of Transcarpathian schools with Hungarian language of instruction. Hungarian schools of the town of Berehovo were observed. The present research describes the findings of an investigation carried out among Hungarian learners living in minority in Ukraine. The study was conducted in Transcarpathia, an administrative region in western Ukraine, where about 150 000 Hungarians live in a minority context. Berehovo is a small town in the west of Transcarpathia with a population of 26 000 people. Forty-eight percent of the inhabitants are Hungarians. There are four Hungarian schools in the town. [13]

The research was carried out based on the hypothesis, which is the following: Are methods being used to teach English intonation in English lessons? How thoroughly do students can learn intonation is schools in upper-primary forms? Whether the learners can speak fluently and intelligibly in English in Hungarian minority schools of Berehovo?

3.1 Research design and methods

The object of the research was to get an insight of English language techniques in Hungarian minority schools of Berehovo. The particular observation of techniques was concentrated on using word-intonation and sentence-intonations on English lessons. Forasmuch as for Hungarian learners English is a compulsory foreign language to learn, the research questions were inquired from upper-primary form learners. Investigating to the techniques and exercises learned by the students of Hungarian minority schools, the research gave a clear report for the research.

It is crucial to focus on the learners and their techniques for acquiring correct English pronunciation. Nevertheless, it is decisive to be aware of the perspective of teachers, teaching in Hungarian minority schools of Berehovo. For Learning English language, one of the most important factors to focus on is the learners' pronunciation and their use of intonation in speaking English. The teachers' aim is to help his/her students to sound natural while speaking the foreign language. For acquiring this important and indispensable technique, the teacher may introduce exercises to learners in English lessons.

Natural speech in foreign language speaking is not able to be realized without paying attention on stress in speech. The teachers' may include methods of raising awareness of sentence-stress and word-stress. Using exercises in English lessons for learners to understand the importance of stress in English speaking may result a fluent and intelligible speech of the learners.

As the teachers' purpose is to make the learners speak English intelligibly and fluently, they may introduce the importance in intonation and the correct use of most of the English intonation aspects. To acquaint the intonation, stress and pauses in English, the teachers may collect a range of exercises in order to use in English lessons. The techniques and methods used by teachers were examined in the research. The method used in the research helped to obtain data of intonation teaching techniques used in Hungarian minority schools of Berehovo.

3.2 Methodology

The methods of examining the techniques used for teaching English intonation in upper-primary schools were interview and questionnaire.

It was decided that the most appropriate method of this investigation was the interview to find data of the teachers' teaching techniques, the difficulties or obstacles in teaching English intonation. Having an interview enabled the researcher to get insight into the teachers' methods and get empirical data from proficient teachers of English language. The interview was planned to address teachers who teach English language in Hungarian minority schools of Berehovo.

The interview contains ten questions, which are focused on the methodology used by teachers and the possibility to teach English intonation to learners of upper-primary schools. The questions were asked from three teachers of different schools of the town. The questions of the interview contained an introduction part and an explanation part before directing the question to the interviewee. Each question was clearly constructed in order to get an apprehensible answer. The questions were combined in order to obtain data about intonation teaching methods and techniques of the teachers.

The design of the questionnaire is geared towards the learners of upper-primary schools, this contain learners from the fifth form to the ninth form of Hungarian minority schools. Having a questionnaire enabled the researcher to get a deeper insight to the learners' English language acquisition of schools with Hungarian language of instruction. The questionnaire not only describes the techniques with which the learners may encounter during the English lessons, nevertheless it is an effective tool to evaluate the learners' fluency in speaking. The fluency in speaking English may in addition be influenced by the age factor. With the help of the questionnaire, it is possible to perceive the difference between younger and older learners' ability to speak and use English intonation.

The questionnaire includes 15 questions, in order to evict appropriate and thorough data for the research. To each question possible answers are given, resulting and even neater and precise

answer from the learners. The research tool was equipped with an introduction part. On the paper, a brief introduction informed the learners about the researcher's name, studying background (the college she goes to, the department on which she studies and the year of the course, she is attending in the college). In addition to the introduction part, the topic and preface of the research was briefly described.

The introduction part included an informational gap about the learner. In this gap the learners indicated their class, sex and age. The learners were informed of the anonymity of the research, and were made aware of the fact that only the researcher may read and analyze the answers.

The procedure of the research was taken place in Hungarian schools of Berehovo, in which the learners were opened and ready to answer the questions. In the classes, the number of learners varies between 24 and 13. As the research showed in one particular school of Berehovo there are more learners in a class, than in another school of the town. The procedure was carried out at school-time, during English lesson. The teachers/mentors of the classes were helpful in obtaining the results in each class. The lessons in Hungarian schools in Ukraine are 45 minutes long, which meant that the procedure took the half part of the classroom-lesson, as it was 20-25 minutes long to finish the questionnaire, with the introduction, giving information about the procedure, thanking for their help and saying good-bye to the learners.

3.3 Research instrument

The research sought to understand the techniques and methods used by English teachers for teaching intonation. The research was focusing on two perspectives of teaching English intonation in Hungarian minority schools. On the one hand the teachers were asked and questioned about their techniques and pitfalls in teaching English intonation. On the other hand the learners were asked how they are able to comprehend and acquire the English intonation in schools during English lessons.

3.3.1 Interview

In order to access data from the teachers a particular apparatus, the interview was used, on account of the fact that the teachers are able to give detailed answers for each question. By giving answers, the teachers could justify their choice and describe it in a more detailed manner. By using the interview as a research tool, the findings of the research may be thorough and more precise.

The interview contains ten questions (See Appendix 0). Each question was formed with a description and a foreword before directing the question to the interviewee. The forewords were based on researches and statistics, which were previously carried out in English Philology field of study. The questions included into the interview, are opened questions. The interviewees were able to clearly understand and give appropriate and detailed answers to each of the questions.

The utilised questions aimed to search and get knowledge of the techniques and methods used by teachers in order to teach English intonation in upper-primary classes. In addition, the questions were formed to get insight into the books, which are used in the Hungarian schools in Berehovo. The focus of the question was on the method of books, whether and how many exercises are dedicated to highlight the usage of intonation.

The main purpose of the interview was to obtain knowledge of the teachers' perspective in teaching English intonation to Hungarian learners in minority schools with Hungarian language of instruction. By exploiting interview the research gave a clear and detailed picture of the frequency of teaching English intonation.

3.3.2 Questionnaire

For receiving a more accurate result of the research, the learners' perspective was examined. This aspect was observed and questioned by the use of a questionnaire. The main purpose of questionnaire is to get a comprehensive result of the research. The utilized questions were aimed to search the types of exercises used by the teachers on English language lessons in upper-primary classes. The questionnaire was directed to the learners of the upper-primary forms of Hungarian minority schools Berehovo. The questionnaire of the research was aligned with the exercises, which were preferred by language teachers for teaching English intonation to non-native learners.

The questionnaire contains of an introduction part, in which the researcher introduced herself by giving essential, although a short description of her, about the college and the department in which she is studying. The introduction part included a description about the research topic and the aim of carrying out the research. Necessary instructions were highlighted in order to avoid misunderstandings and get precise data from the learners.

The questionnaire includes 15 questions, which are focused on the techniques and exercises used in the classroom, in order to learn English intonation (See Appendix 9).

Considering the learners' first language, which is Hungarian, the questionnaire and every instruction attached to it, was translated to Hungarian. By translating the questionnaire into Hungarian, the factor of misunderstanding was excluded. It is crucial for the findings to be precise and clear in order to get accurate data.

The questions of the research were provided with four/five possible answers. In the questionnaire three types of questions were used, such as closed question, evaluating questions and an opened question. The aim of using three types of questions was to make the questionnaire more effective and help those replying to the questions to form and write individual answers. This method may result a more precise and at concurrently diverse answers.

On the front layer and after the questions, gratitude was signified towards the learners, for their help for filling in the questionnaire. As it can be seen in the Appendix 9, the questionnaire had three pages with the introduction part.

3.4 Participants

3.4.1 Teachers' Perspective

The participants of the interview were three English teachers who are teaching in Hungarian schools of Berehovo. The reason of choosing the teachers was their competency and their proficiency in teaching English language. The interview method was chosen because it is one of the most practical and detailed way to get deep insight into teaching English intonation. The teachers were able to share their experience and practice in teaching English. By the help of the interview and the teachers' sincerity towards the questions, the research resulted findings which were based on reality. Every teacher was helpful and gave detailed, honest answers to the opened questions of the interview. A chart of the information about the interviewees gives general data about the teachers interviewed. (See Appendix 10)

	Profession	Experience in teaching	Higher Education
1st Interviewee	English teacher of Hungarian minority school of Berehovo	15 years	Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education American Institution of teaching English
2nd Interviewee	English teacher of Hungarian minority school of Berehovo	10 years	Ferenc Rákóczi II Transcarpathian Hungarian College of

			Higher Education Uzhhorod National University
3rd Interviewee	English teacher of Hungarian minority school of Berehovo	18 years	Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education Uzhhorod National University

The first interviewee is an English teacher of a minority school with Hungarian language of instruction. By the help of the introduction, the teacher gave general information about her and her teaching experience. She has been working as a teacher for fifteen years, finished her studies at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. She gained experience in an American Institution of teaching English language to foreign learners. The data which was given about the interviewee proved her proficiency in teaching English language. The interviewee's first language is Hungarian, which results a more effective teaching. By the reason of being a Hungarian, living in minority in Berehovo, helped the teacher to understand the main issues with which the learners may encounter while learning English intonation. As a result, teaching English in Berehovo for the interviewee is really efficient.

The second interviewee is a teacher of English language in a Hungarian minority school. The teacher has been working as a teacher for more than ten years in a school of Berehovo. She finished her studies at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education obtaining a bachelor degree, and later she continued her studies at Uzhhorod National University at the English master's course. The teacher has ten years of teaching experience in the same school, which result that she is introduced to many issues of teaching English language to children with Hungarian mother tongue. The interviewee described that many difficulties can be solved which the Hungarian learners have while learning English language.

The third interviewee is teaching in Hungarian minority school of Berehovo as an English teacher of many classes. The teacher is a Hungarian person, living in Transcarpathia, who is teaching for eighteen years as an English teacher in Hungarian school of Berehovo. Hiving much experience in teaching English to Hungarian children, the teacher was able to give detailed

answers, which resulted more precise findings of the research. The teacher finished her studies at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. After finishing the Institute, the interviewee got her Masters Degree of English Philology in Uzhhorod National University. The teacher was able to describe and give detailed answers to every question of the interview.

The teachers were opened and spoke about their experience they had while teaching English language. Bearing in mind, that many obstacles may appear in teaching English intonation the interview questions highlighted the difficulties which possibly arise in teaching a foreign language to Hungarian learners of upper-primary schools. The teachers' detailed answers resulted a more real picture of teaching English intonation in Hungarian minority schools.

3.4.2. Learners' perspective

The design of the questionnaire is geared towards learners of upper-primary classes of schools of Berehovo with Hungarian language of instruction. The classes included forms from 5th to the 9th form. Bearing in mind that the learners' mother tongue is Hungarian, the questionnaire was translated to Hungarian language. The reason of translating the questionnaire was to exclude misunderstandings and mistakes in findings. Focusing on the age of the learners, it was helpful and not time consuming to answer the questions in every form.

The questions of the survey were formed in order to be understandable equally in the lowest and in the highest forms of upper-primary classes.

The youngest learners with whom the questionnaire was carried out, are 5th form learners. The learners' age varies between ten and eleven years. With the help of their age, the learners were eager and active to respond to every question. They were involved and interested in the questions, this resulted that every question was answered sincerely according to the learners' experience. The number of the fifth form learners, who were involved into the research is thirteen. In the 6th form, the learners' age varies between eleven and twelve years. The students were active and responded to the questions of the questionnaire. The number of learners of the 6th form is 24.

The 7th form learners' age varies between twelve and thirteen. According to their age, the learners were attentive although not as much involved as the learners of the fifth form. The number of the 7th form learners is 22. The 8th form learners' age varies between 13-14 years, who were active to respond to the questions and concurrently attentive to fill in each gap and answer

every question according to their own experience and their own ability. The number of the learners in the 8th form is 24, which produced a detailed result of the research.

The ninth form learners' age varies between fourteen and fifteen, although they were attentive and involved, the results were very diverse. The students of ninth form have different capabilities and interests; this was the reason of having different answers, when the questionnaire focused on their capabilities. The number of the ninth form was sixteen.

3.5 Procedure

3.5.1 Procedure of the interview

The procedure of the three interviews was carried out in three different contexts and circumstances. The interviewees were sincere and responsive for questions that appeared in the interview protocol.

The researcher introduced her topic of the thesis, later described the aim of the research. By informing the interviewees about the main points of the thesis and the teachers were able to understand what field of study is being searched. The teachers were informed about the anonymity of the interview and gratitude was expressed towards them for their help and time. The teachers were asked whether they allow taking notes of their answers. Each teacher allowed the researcher writing down their answers and was not confused in responding the questions. The questions were read loudly by the researcher and asked from the teacher. The researcher took notes and write down the main point of the teachers' answers.

The first interviewee gave more detailed answers and justified them by explaining the reason of the answer. The third interviewee justified her answers and gave detailed explanation of each reason. Although, the second interviewee gave short and laconic answers to each question of the interview.

Every question was read loudly by the researcher and answered by the teachers of English language. The circumstances were calm, and the interview was not interrupted by distractions. The interview was focusing on the teachers possibilities of teaching English intonation in schools during the English lessons. With the help of good circumstances and the teachers' helpful attitude, the researcher collected data and got insight into the teaching techniques of teachers.

Each interview lasted for 15 – 25 minutes; depending on the teachers' answers. At the end of each interview gratitude was expressed towards the teachers for their help and sincerity in answering the questions and helping to get data for the research.

3.5.2 Procedure of the Questionnaire

The procedure of the questionnaire was carried out during school time in Hungarian schools of Berehovo. A usual lesson in Ukraine lasts for 45 minutes. The questionnaire was carried out during English lesson in each school, although to filling in the questionnaire lasted for 20 minutes in each upper-primary class.

In the fifth form the English teacher of the class explained why the researcher came and what they need to do. She warned them to be attentive and responsive in order to have good results in the research. After the explanation, the researcher introduced herself and described the topic and main point of her research. The researcher handed out the questionnaires to all of the thirteen learners and asked them not to write anything on the paper before she explains every instruction in a detailed manner. As soon as each learner had a questionnaire, the researcher explained the instructions and made them aware of the anonymity of the research. The learners were provided with the information, that it is only the researcher, who would read their answers. After giving every instruction, the researcher read the questions one-by-one. Every question and the possible answers were read loudly by the researcher and explained to the learners. When the learners had questions, they raised their hands and asked the question; every issue which confused the learners were solved. The learners answered every question of the questionnaire. As soon as the learners were ready they raised their hands, and the researcher collected the questionnaires. The researcher checked whether the learners indicated their age, class and sex on the survey; in case everything was indicated, only then the questionnaire were taken from the learners. After collecting every questionnaire of the class, the researcher thanked to the learners for their help and said good-bye to them.

The 6th form of the upper-primary school was an active class, in which the research was carried out. The teacher of the class explained the presence of the researcher to the learners. The researcher introduced herself and described the topic of her survey. The researcher explained the instructions of the questionnaire and warned them to answer every question by indicating only one possible answer. Later the questionnaire was handed out to the learners and question-by-question was read loudly by the researcher. This resulted a precise and fast collection of data. The learners did not have questions; as a result, the survey lasted for 15 minutes to fill in. Finishing answering the questionnaire, the researcher collected them, before analyzing whether the learners indicated the general/needed information about themselves.

The 7th and 8th form learners are more mature and involved learners. The teacher of the classes explained why the researcher came; after the explanation, the researcher introduced herself to the

learners and described the main points of her survey. The learners were provided with the needed instructions and they started to read the questions on their own. The researcher also read and helped the learners to fill in the survey, although many of the learners have finished before the researcher and some other learners finished. In this case, and with the help of the Hungarian translation, the learners were quick to respond and be sincere in answering every question. There were no questions which would emerge about the questionnaire. The learners handed in the answered questionnaire after 10-15 minutes. The researcher expressed gratitude towards the learners and left the class.

The ninth form learners of the upper-primary classes were active learners, although their knowledge and behaviour differed in many ways. The teacher of the class explained the reason why the researcher came. Later the researcher introduced herself and explained the instruction of the questionnaire. After explaining the topic of the research and the reason of the importance of answering every question, the researcher handed out the survey. In the mixed-ability class, as the 9th form, some learners responded really quickly every question, without asking any questions. On the other hand, there were other learners for whom answering the questions rose some questions. The researcher solved every issue and each and every question of the survey was filled in according to the experience of the learners. The learners indicated the necessary information about themselves on the survey; the researcher collected the questionnaire after 20 minutes. Gratitude was expressed towards the learners for their help and the researcher said good-bye to the learners.

3.6. Empirical research

3.6.1 Type of method used in the research

On combining the results of the research of teaching English intonation in Hungarian minority schools, two methods were decided to be questionnaire and interview. These particular apparatus was chosen on account of the fact that these are one of the most practical and precise methods to use when doing a research.

The method chosen for collecting data include useful and coherent questions. All of the questions were formed to be appropriate for the level of the person interviewed/questioned. As analysing the teachers' perspective of teaching English intonation, interview was chosen. It was decided to use this tool in order to get detailed explanation of teachers about teaching English to learners of Hungarian schools of Berehovo.

A questionnaire approach was selected in order to analyse the results of the Hungarian learners' acquisition of English intonation during lesson. The method chosen was referred to be economic in time, in addition from many learners efficient and useful data can be collected in a short time. The other advantage of carrying out the survey in schools is that it excludes the factor of making mistakes, since the optional answers were given. Furthermore the precision of results can be more easily conveyed by the use of questionnaire, in case the number of the learners is big.

3.6.2 Empirical data

The researcher's experience was that in different schools of the town and in different forms the teachers teach English language differently. Although the teaching methods in some parts differ, the teachers' aim agrees in that every teacher wants her learners to speak English intelligibly and fluently.

The methods of teaching different forms of Hungarian schools differ as well. According to the level of the learners, the methods are chosen, in order to achieve more effectively the aim of each English teacher. The younger learners, such as the 5th and 6th forms are taught appropriately according to their level. To the younger learners the teachers' language use and tone is more simple and personal, in order to make the language more adaptable for them.

The older learners of the upper-primary classes, such as the 7th, 8th and the 9th form differ from the younger children. The teachers use more complicated, but at the same time understandable methods for teaching the foreign language. The reason of using more perplexing techniques is to make the learners involved to the lesson and help them to progress in obtaining the English language.

The learners of younger classes and mixed ability classes needed more explanation when responding to the questions of the questionnaire. In the case when the learners had questions, they raised their hands and the researcher explained the needed instruction again.

The older learners did not need much time to fill in the survey and understand all the instructions. These learners understood the instructions immediately as the researcher explained. While not having questions, the learners answered every question, without making mistakes and indicated the needed information about them.

The teachers who were interviewed were helpful and descriptive when responding to the questions of the interview. The detailed answers for each question of the protocol proved that the teachers were opened towards the researcher.

3.6.3 Range of factors

The benefit if the questionnaire outweighs the advantages of the exercises used in the classrooms when teaching English intonation. The available resources for designing the questions for the survey was searched by scholars.

The methods and exercises which are possibly used in teaching English intonation were questioned of the learners. Their experience was highlighted and personal abilities were drawn in the questionnaire for which the learners were able to answer.

It gave and insight and helped to use relevant and valuable information for observing the Hungarian schools' intonation teaching methods. The number of expected respondents was 97, from which the 85% of the learners of the upper-primary forms in Hungarian minority schools of Berehovo were able to fill in the questionnaire. The number of participants gave insight and a clear picture of the learning methods of the learners aged between 11-15. In each class the answers were obtained in 10-20 minutes, relatively to the level of the learners and the learners' needs.

The survey included closed format questions, which were leading questions as well. In addition the questionnaire has two evaluative questions, and one half-opened question. With the help of this technique the learners could fill in the survey effectively and more precisely. All of the questions were clear for the learners, and had been discussed before the learners answered each.

The method to search the teachers' techniques in teaching English intonation the interview was chosen. The interview contained ten questions with brief introduction and description in each. The interview gave a deep insight into the teachers' methods of teaching English. Three teachers were interviewed. Each interview took 15-25 minutes, and was thoroughly discussed. During the interviews not only the methods and techniques were discussed by the teachers and the researcher, but the opportunities of teaching English intonation. This led to the obstacles and difficulties that the teachers encounter while teaching intonation of the foreign language.

The two efficient methods used for collecting data to the research, gave thorough and a clearer picture of teaching techniques of English intonation in Hungarian minority schools of Berehovo.

3.7. Discussion and Interpretation of Results

3.7.1 Result of the interview

As it was considered in the first question, right pausing may become a necessity to understand and to be understood well. The teachers were asked whether they highlight the importance of pausing and pause between words and sentences. The results showed that one teacher draws the learners' attention on pausing. The method with which she shows the importance of pause in speech is reading exercise and speaking exercises. While teaching English language, the teacher uses these approaches in order to achieve the native-like pronunciation of the learners. Usually the teacher corrects the mistakes immediately when the learners make some mistakes during the reading and speaking exercise. The other two teachers, referring to the few number of English lessons in schools of Berehovo, they do not highlight the importance of pause. Occasionally the teachers do not have opportunity to explain this factor of language learning in a detailed way. By this reason it is only involved into speaking/reading exercises, with these methods the children may recognise the importance of pause and be able to use them while speaking the foreign language.

 The second question focused on the word-stress by the reason that stress is an essential feature of word identity in English language. It is evident that not all syllables of a polysyllabic English word receive the same level of stress. The teachers' responded to a question of how and what techniques do they use, when the learner put the stress on the wrong syllable. The first interviewee described a practical situation about such a case. The teacher writes the word - with which the learner has a problem - on the blackboard. The word written on the blackboard is read loudly by the learner several times, by putting the stress to each syllable. By this technique, the teacher moves the learner to the realization of the mistake, and the student can recognise his/her own mistake on her own. The second interviewee makes the learners repeat the words after correcting the mistake. The third interviewee draws the attention of the learners to the mistaken stress and corrects their mistake by telling them the correct pronunciation of the word.

The third question of the interview protocol highlighted the importance of intonation at a clausal level. At the clausal level, normally, words that carry higher information content in the utterance are given higher stress than those carrying lower input. The teachers were asked whether they can compare sentences to learn the sentence-intonation or use any other method to teach this part of intonation. The three teachers' answers agreed in that they do not use such exercises are there

is no special attention drawn to this part of English intonation. The teachers justified their answers by explaining the lack of much time for completing such exercises.

The fourth question drew the attention of teachers on chants and the usefulness of using chants while teaching English intonation. The teachers explained, that they do not use chants in upper-primary classes, by the reason of the maturity of learners.

The fifth question of the interview protocol highlighted the importance of the listening exercises. The teachers were asked whether they prefer using this technique when teaching English intonation, and to which classes she thinks it would be the most effective. The teachers answer concurred in that they are using listening tasks during English lessons. Two of the teachers responded that it is efficient in every upper-primary class, while one of the teachers explained that it is more effective in the 8th and 9th forms.

The sixth question indicated the importance of reading aloud in the classroom during English lessons. The first interviewee highlighted that it is essential for her to use reading exercises. She uses it every lesson in order to make the learners practice the new words, sentences and clauses that they learned during the lesson. The second interviewee told that she uses reading exercises only when a text is connected to the topic of the lesson. The third interviewee explained that she uses this exercise in every form, although not on every lesson.

The seventh question of the protocol asked whether the teachers use the technique of acting out dialogues. It is significant to use such methods in order to make the learners use different intonations and word-, sentence-stress. The first interviewee described that dialogues are one of the indispensable exercises used in English lessons. In this exercise the learners can be actively involved into the lessons and can practice intonation while playing and enjoying speaking English. The second interviewee considers that acting out dialogues are mostly effective in the 8th and 9th form, while the third interviewee thinks that it is more effective in the 5th and 6th forms. The answers of the teachers concurred in that they use this technique in order to practice English intonation.

The eights question asked the teachers if they prefer using video/recorder to teach different English intonation patterns; whether they themselves utter words by showing the difference between intonation patterns. The first interviewee prefers video and recorders to uttering sentences. With this technique they can practice the correct intonation, although they do not learn different intonation patterns. The second interviewee described that she uses both of the

techniques for teaching English intonation. The third interviewee explained that she does not use any of these methods, because of lack of time during English lesson.

The ninth question focused on different intonation uses according to the type of the sentence. The teachers were asked that bearing in mind questions, exclamations, statements are expressed with different and special tones, with what methods do they show the difference in these sentences. Knowing that the English and the Hungarian intonation in such cases are different, the first interviewee told that the learners usually use the Hungarian intonation pattern while telling English sentences. However, the second and the third interviewee does not explain these shapes and do not teach the learners about them.

The tenth question asked the teachers of how they can use and involve methods of teaching English intonation into the lesson. A part of the question asked, whether the learners' books have sections for teaching English intonation. The first and the third interviewees' answers agreed in that both of them use dialogues in order to practice English intonation in schools. The second interviewee explained that because of the few number of English lesson, she does not use such methods for teaching English intonation.

The teachers' answers agreed in that the books, used for teaching English, do not have any part for highlighting and practicing English intonation. This reason may be an explanation, why the teachers are not able to deeply teach intonation during lesson, but by using different methods and drawing the learners' attention on that.

3.7.2. Results of the questionnaire

The questionnaire was carried out in the upper-primary classes; the questions were answered by the learners individually. The questions were formed to be accessible and understandable for all levels of upper-primary forms of mixed ability classes. The analyses showed the techniques and methods by which the learners obtain English intonation. The learners responded to all of the questions and answered every question based on their experience. The chart of the results of the questionnaire shows the frequency of using particular exercises in each form of upper-primary classes. (See Appendix 11)

Results of the Questionnaire
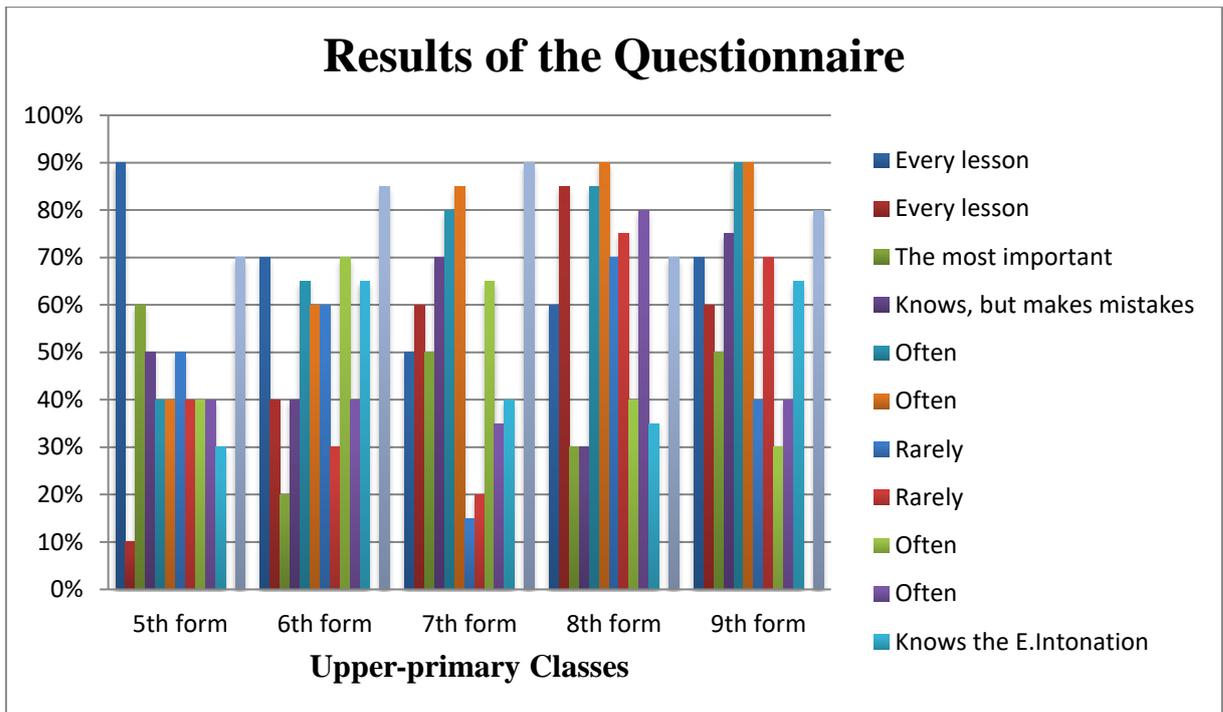
The fifth form of a Hungarian minority school of Beregovo included of 13 learners, who responded to the questions. The answers for the first question indicated that in the fifth form the learners have three English lessons in a week. The 90 % of the learners proved that they have speaking tasks on every English lesson; the remaining 10% indicated that they have speaking tasks on every English lesson. The results showed that the learners use and practice reading exercises; 70% of the learners said that they rarely practice reading exercises during the English lesson, 20% of the learners indicated that reading exercises often appear on English lessons, while the remaining 10% said that in every lesson they use reading exercises. The following question was an evaluative question about the importance of pause between words and sentences. 60% of the learners consider that it is the most important to use when speaking English, 20% of the learners find that it is important to use pause correctly, 10% of the fifth form learners find that it is really important, while 10% think that it is not important to use pause when speaking English language. The fifth question asked whether they know where to put the correct word-stress on most of the English words. The learners' responds proved that: 50% of them know where to put the stress, although sometimes they make some mistakes; 40% rarely know where to put the correct word-stress; 10% of the learners say that they do not know where to put word stress. The sixth and the seventh questions' results concurred; the learners' 40% claim that the teacher, when teaching a new English word, says the correct usage of intonation of it and tells how to pronounce the newly taught word; 30% of the learners say that every time they learn a new word, the teacher tells the pronunciation and explains the intonation of the word; the remaining 30% of the words claim that the teacher rarely tells them the pronunciation and

intonation of a new word. The following question was focusing on the learners' acquisition and practice of intonation during the English lesson. The learners' responds to the question resulted that 50% of them answered that they rarely practice intonation in school, 30% of the learners told that they often practice, although 20% described that they practice English intonation on every English lesson. The next question of the survey asked whether the learners use illustrations in order to see the usage of intonation patterns. The learners' 40% said that they rarely use such illustrations, although 30-30% of them indicated that illustrations are often used and are used in every English lesson. The usages of intonation practical tasks were questioned, for which the learners' responds resulted that: 40% of them do practical tasks, while 20% say they never use such exercises. The learners proved that they often use the technique of acting out dialogues when practicing intonation during the lesson. This answer agreed with the teachers' results of using dialogues. 70% of the learners are not aware of the correct usage of English intonation of questions. The learners indicated that they rarely have the opportunity to watch videos on English lesson, and the teacher tells them some sample sentences. The fifth form learners are aware of the importance of the usage of correct intonation while speaking English. For this opened question, most of the learners (80%) justified their answer by explaining that intonation is used for making the speech sound nicer and to be understood by the speaking partners. The last question of the questionnaire was a personal-evaluative question. The results showed that 20 % of the learners have difficulties with speaking English.

The results of the 6th and the 7th form learners were similar. The learners of both forms have 2 English lessons in a week, from which they often practice speaking exercises. As the teachers' results showed, the learners read out loud every lesson in order to practice English intonation. This result was proved by the learners as well. The learners of both forms explained that it is the most important (60%) or really important (40%) to use pause correctly between words and sentences. The students indicated that they know where to put the correct word-stress, although they make some mistakes. The learners proved that the teacher explains and tells them how to pronounce a new word correctly and explains its intonation every time they learn a new word. The 6th and 7th form learners' 70% explained that they never practice intonation tasks on English lessons and never use illustrations on order to see intonation patterns; this answer agrees with the results of the teachers' responds. The results of practicing stress and pronunciation exercises said that the learners often use them in the classroom. As the teachers' results proved the learners act out dialogues, although it is not possible to use this technique every lesson, instead they use them often. The learners' of 6th and 7th form proved that for them it is not difficult to use English intonation when asking a question. According to the learners' answers, videos are never

projected in English lessons. The learners are aware of the importance of using intonation, by justifying their answers they replied, that the reason for using intonation is to be more clearly understood by people. The learners of 6th form evaluated their English speaking ability that they have some difficulties speaking the language; while the 7th form learners said that it is not too difficult for them to use English fluently.

The 8th form learner indicated that two lessons per week are held from English language. The 9th form learners have three lessons in a week, which can be explained by the exams which have to be taken at the end of the second semester. The opportunity for the two oldest forms for speaking practice is given on every lesson or very often. This result coincides with the result of the teachers' responds. The second concurring finding is that both forms practice reading exercises every lesson, which means that they read aloud in every lessons of English language. Only 30% consider the pause between words and sentences the most important element of speech and 50 percent indicated that it is important to use pauses. From the learners 70% rarely know where to put the correct word-stress in a multi-syllabic word; 10% of the learners do not know what the correct usage of word-stress in English words is. For the questions of whether the teacher explains the correct intonation and pronunciation of a new word the answers proved that the teacher tell is every time the students learn a new word. The results of the teachers' responds and the learners' responds concurred in that they rarely practice the usage of stress in English lessons; the next answer which agreed in both forms and with the teachers' answers was that they never use illustrations in order to practice and see the usage of intonation patterns. The learners of the 8th and the 9th forms (70%) claimed that they rarely use exercises to practice English intonation during the lesson. The results of the first interviewee agreed in the results of the oldest forms of upper-primary classes in that they use dialogues very often to practice English intonation. 60 % of the learners indicated that they are not certain in the usage of the English intonation when asking questions, although 20% of the 8th form claimed that they understand the usage of intonation and it is not difficult for them to use. The learners of the 8th form do not watch videos in the English lesson, but the teacher tells them sample sentences; while in the 9th form the learners rarely watch videos in order to practice English pronunciation and intonation. The opened-question resulted that the learners know the importance of the usage of the English intonation. The learners responded that it is important to use in order to sound eloquent and speak in a nice manner, while other learners explained that when travelling abroad it is important to be understood by English native speakers. The 35% of the learners indicated that they do not have difficulties with speaking English; however 20% of the 8th and the 9th form learners find it really hard to speak English fluently and intelligibly.

The learners evaluated their knowledge of how fluently and intelligibly the can speak English language. The chart below illustrates the finding of the responds of each form learners. The learners had to evaluate their knowledge from one to five. The chart clearly shows the percentage of the learners of how difficult it is to speak English according to their experience. (See Appendix 12)
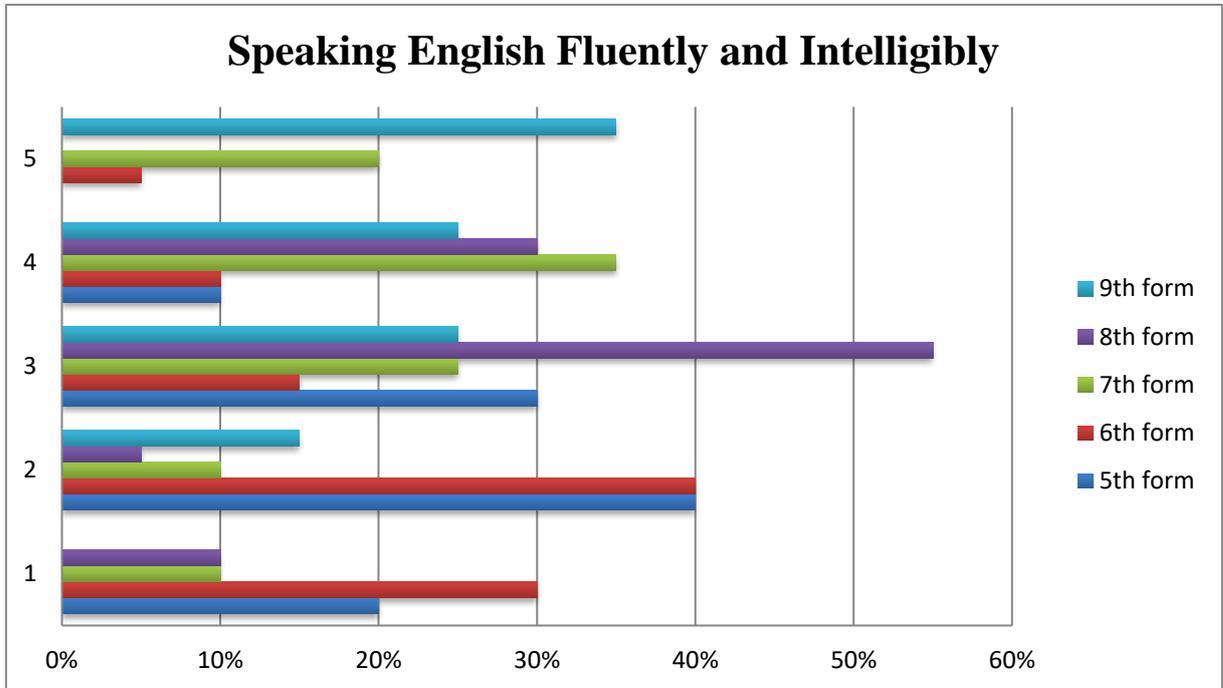
The findings of the research proved that the teachers and the learners gave understandable and opened answers to every question of the research.

Conclusion

The paper sought to understand the usage of methods in teaching English intonation in schools of Transcarpathian Hungarian minority schools of Berehovo. The study obtained data from the upper-primary classes of schools of Berehovo with Hungarian language of instruction.

The hypothesis was proved that the learners are able to acquire English intonation in schools. The methods used by the teachers were examined and the perspective of the learners was also observed. Findings were obtained precisely and were accurately focused on achieving results on the present day English intonation teaching techniques.

The results indicate that the learners of the Hungarian schools of Berehovo are able to attend English lessons twice a week, although a small percentage of learners have opportunity to have three lessons per week. The interview and the questionnaire were efficient tools for obtaining data about the methods and the frequency of using exercises on intonation.

The study showed that the most effective and most frequently used techniques for teaching English intonation were speaking and reading exercises and the method of acting out dialogues is often used. The teachers' and the learners' responds concurred in many questions. The usage of reading and speaking exercises   were found to be efficient in every upper-primary class. The method of acting out dialogue is highly preferred by the teachers of Hungarian schools of Berehovo. It is considered that this exercise is effective in older classes of upper-primary schools.

The books used in schools of Berehovo do not have a separate section for practicing English intonation. This justifies that the learners rarely do exercises for practicing intonation, and do not use illustrations for seeing the intonation patterns of English language.

The data obtained resulted that the 60% learners of Hungarian schools do not have difficulties in speaking English fluently, although it was proved that for the 20% of learners it is hard to form and correct sentences and pronounce English words correctly.

As a conclusion, the paper answered the hypothesis, by resulting detailed descriptions of the findings of the research which was carried out in Hungarian schools in Berehovo.

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Ukrainian Summary

Резюме

Метою даної дисертації є огляд методів навчання інтонації англійської мови у вищих початкових класах. Дана дослідницька робота представляє найважливіші фактори навчання англійської інтонації. Вчителі використовують різні методи і техніки для того, щоб учні правильно володіли англійською мовою. Рідна мова учнів має величезний вплив на їхню англійську вимову та використання інтонації. З метою тим, щоб учні вищих початкових класів придбали правильну англійську вимову, навчання інтонації є необхідним. Дана робота описує техніки, які використовують вчителі на уроках англійської мови для навчання англійської інтонації.

У даній дослідницькій роботі були представлені методи навчання інтонації англійської мови у вищих навчальних класах в Закарпатських школах з угорською мовою навчання. Дослідження також описує частоту та можливість користування таких виняткових завдань. Дослід включає в себе техніки, які найчастіше використовуються під час навчання англійської інтонації на уроках англійської мови.

Результати досліду довели вихідну гіпотезу, тобто, учні вищих навчальних класів повинні оволодіти навичками вимови та інтонації англійської мови. Ціль навчання англійської інтонації є те, щоб учні придбали якомога правильну англійську вимову.

Дана дослідницька робота необхідна для перевірки методів, які використовуються вчителями для навчання учнів старших навчальних класів інтонації англійської мови. Велика увага приділялася читанню, розмовним вправам та практикуванням діалогів, які використовуються на уроках англійської мови.

Висновки даного дослідження довели, що використання читальних та розмовних вправ є необхідними у кожному вищому навчальному класі. Метод практикування діалогів у вищих навчальний класах рекомендований для навчання англійської інтонації. Дана методика вважається ефективним у старших класах вищих навчальних класів.

Загалом, дослід показує найбільш поширені методи навчання інтонації англійської мови у вищих навчальних класах. Дана робота дає відповідь на те, як можуть учні придбати англійську інтонацію на уроках англійської мови. Вчитель та методи використані вчителем відіграють важливу роль у навчанні учнів англійській інтонації – для правильної вимови англійської мови. Результати полягають на методах, які використовують вчителі у навчанні вимови англійської мови.

Appendices

1. *A.Brown* 'The components of pronunciation' — New York: Routledge, 2014.

Figure 1.1 The components of pronunciation.
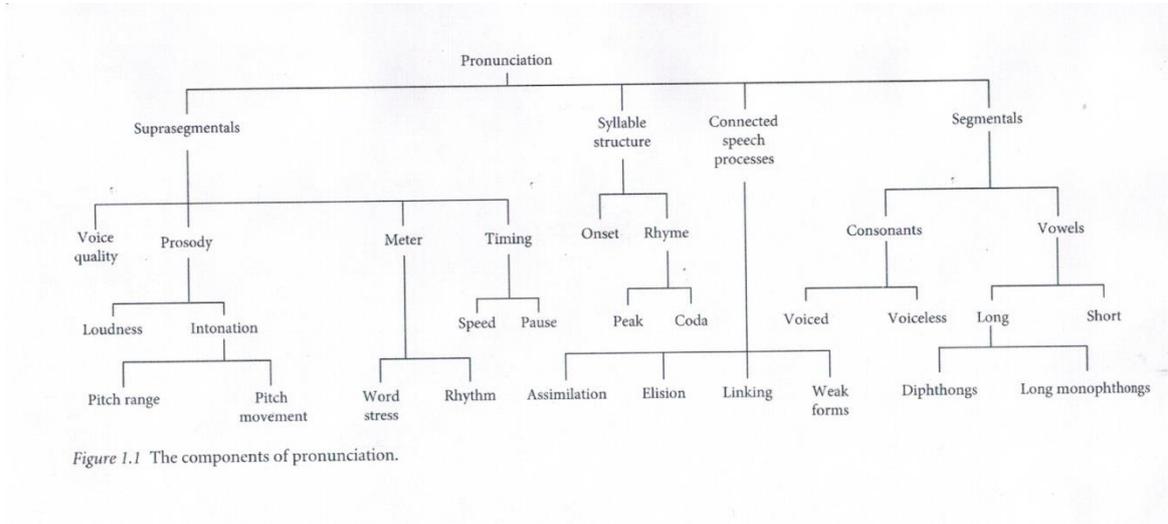
2. **Appendix 2**: Online Podcasts for teaching english Intonation [onlinel] Available from: https://learnenglish.britishcouncil.org/professionals-podcasts

3. **Appendix 3**: Example for Rule 1: water, people, brother, table, finger, woman, sister, ugly, father, butter, pretty, apple

4. **Appendix 4**: Example for Rule 2: repeat begin because distrust increase exhaust infer inspect conclude confer invite understand

5. **Appendix 5**. Examples chart: -**ly**   quietly

    -al   original

    -**we**   administrative

    -**ent/ant** equivalent

    -ic   automatic

6. **Appendix   6**.   Online   page   for   teaching   English   intonation: https://www.fluentu.com/schools/

7. TedPower [online]

FIX PROBLEM	ENGLISH SOUND	-	COMMON ERROR	-	PRACTICE MATERIALS
Relax the mouth and keep sound short.	/ɪ/	"sit"	/i:/	"seat"	Minimal Pairs /ɪ/ or /i: / practice
Keep tongue in fixed front central position.	/e/	"let"	/eɪ/	"late"	Minimal Pairs /e/ or /eɪ/ practice
Move tongue to a lower front position.	/æ/	"man"	/e/	"men"	Minimal Pairs /e/ or /æ/ practice
Tongue low, back & fixed. Jaws together.	/ɔ:/	"bought"	/əʊ/	"boat"	Minimal Pairs /ɔ:/ or /əʊ/ practice
Voiced. Friction with top teeth & bottom lip.	/v/	"vet"	/w/	"wet"	Minimal Pairs /w/ or /v/ practice
Start with lips tightly rounded. Unround & glide.	/w/	"west"	/v/	"vest"	Minimal Pairs /w/ or /v/ practice
Voiceless. Friction. Tongue between teeth.	/θ/	"thin"			Minimal Pairs /θ/ or /ð/ practice Minimal Pairs /θ/ or /t/ practice Minimal Pairs /θ/ or /d/ practice Minimal Pairs /θ/ or /s/ practice
Voiced. Friction. Tongue between teeth.	/ð/	"clothe"	/z/	"close" /z/	
Voiced. Friction. Tongue between teeth.	/ð/	"they"	/d/	"day"	Minimal Pairs /ð/ or /d/ practice
Quickly push air from throat out of mouth.	/h/	"hot"		"ch" in "loch"	Minimal Pairs /h/ or silent "h" practice
Back of tongue to back	/ŋk/	"think"	/ŋ/	"thing"	Minimal Pairs /ŋ/ or

FIX PROBLEM	ENGLISH SOUND	-	COMMON ERROR	-	PRACTICE MATERIALS
roof. Nasal.					/ŋk/ practice
Unvoiced: Tip to alveolar. Front to palate.	/ʧ/	"chin"	/ʤ/	"gin"	

8. Interview Protocol

Interview Questions

1. An 'intonation unit' is a piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. It can be pointed out that right pausing may become a necessity to understand and to be understood well. Do you highlight the importance of pausing during the English lesson? How can you explain it to the FL learners?

2. Stress is an essential feature of word identity in English. It is evident that not all syllables of a polysyllabic English word receive the same level of stress. A teacher should explain the importance of the stress. With what techniques do you correct and explain when a pupil puts the word-stress on the wrong syllable?

3. At the clausal level, normally, words that carry higher information content in the utterance are given higher stress than those carrying lower input. It is generally the case that one word is stressed more than any other since it possesses the highest information content for the discourse utterance, that is, these words are called 'content' words. Do you usually contrast/compare sentences in order to show the importance of stress on the clausal level? Do you have any other methods to show the main idea of intonation? What exactly?

4. Although the upper-primary learners are mature, do you use chants or other pictures/illustrations in order to show the difference between the (un)stressed words and phrases? If yes, could you give me some examples of these illustrations?

5. Do you prefer using listening tasks + exercises in your lesson? In which classes would these kinds of tasks be most effective if we look at the upper-primary classes?

6. Oral reading exercises are extremely important when teaching English intonation. How can you imply these tasks into your lesson? Do you usually make the learners read out loud in the lesson?

7. When we are teaching intonation, an interesting task is when the learners act out dialogues, putting the stress on the right words. It can be a debate, expressing excitement, sorrow etc. Do you use these kinds of exercises? In which classes would these tasks be effective or manageable?

8. Would you prefer using a record/video to show the intonation differences between particular sentences? Or do you utter the sentences yourself by using different intonation schemes? Do you use both?

9. When talking about intonation, the voice-tone also needs to be mentioned. With what methods can you show the correct usage of the English tone? Bearing in mind that questions, exclamations, statements are expressed with different and special tones. How would you rate the learners' 'freedom' in using English intonation?

10. As far as I am concerned, in Trascarpathia there are 1-2 English lessons in a week in each class. Bearing this fact in mind and the need of teaching English intonation, how frequently can you integrate intonation exercises/practical tasks into your lesson? Could you give me some examples of using it? Does teaching intonation appear in English student's books?

9. Questionnaire

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of English Philology

Evelin Erdős, IV. year student

Research: Techniques for teaching English intonation in the upper-primary classes of Transcarpathian schools with Hungarian language of instruction

Title of the survey: How do you learn English intonation in school?

Introduction: The research seeks to understand how the pupils of upper-primary classes acquire English pronunciation during English lessons. It is important to answer every question of the questionnaire, to help to have a statistically correct result. The answers will be known only by the researcher. The person, who fills in the survey, will be anonymous.

Thank you for your help!

Instruction: Fill in the informational gap by indicating the class, sex and the age before answering the questions. Read the question, and the four given answers belonging to the particular question. Choose the answer according to your experience; put a tick into the square before the answer, or circle the number given under the question. You will need to choose only ONE answer.

Pupil:

Class: ……………..
Boy ………. Girl ………
Age: ……….

Questionnaire

Read the question and the given answers to the question. Put a tick into the square to indicate your answer.

1. How many English lessons do you have a week?
   - ☐ 2   ☐ 4
   - ☐ 3   ☐ more:…
2. How often can you practise speaking tasks in the English lesson?
   - ☐ Every lesson   ☐ Rarely
   - ☐ Often   ☐ Never
3. How often can you practise reading tasks in the English lesson?
   - ☐ Every lesson   ☐ Rarely
   - ☐ Often   ☐ Never

Circle or underline ONE number of the given range of numbers.

4. When you are reading/speaking, how important is pausing? (underline the number of importance from 1 to 5)

   Not important   The most

   at all   1   2   3   4   5   important

Read the question and the given answers to the question. Put a tick into the square to indicate your answer.

5. Most of the words have more than one syllable, one of the syllables are stressed. Do you know on which syllable you should put the right stress?
   - ☐ Yes, I always know the right answer
   - ☐ Yes, although sometimes I make mistakes
   - ☐ I rarely know where the right stress is
   - ☐ I do not know it
6. Does the teacher tell you where to put the word-stress when you learn a new word?
   - ☐ Every time
   - ☐ Often
   - ☐ Rarely
   - ☐ Never
7. Does the teacher tell you how to pronounce a new word?
   - ☐ Every lesson
   - ☐ Often
   - ☐ Rarely
   - ☐ Never
8. Do you practice to put stress patterns on words?
   - ☐ Every lesson
   - ☐ Often
   - ☐ Rarely
   - ☐ Never
9. Do you use picture/chants to see the use of the word-stress?
   - ☐ Every lesson
   - ☐ Often

☐ Rarely
☐ Never

10. How often do you do exercises according to word-stress and intonation?
☐ Every lesson
☐ Often
☐ Rarely
☐ Never

11. When you learn sentence-stress, do you act out dialogues?
☐ Every lesson
☐ Often
☐ Rarely
☐ Never

12. Do you know how to use tone when asking a question in English?
☐ Yes, it is not difficult
☐ I am not aware of the correct usage of tones
☐ No, I ask my teacher
☐ No, I have not heard about the different tones

13. Do you watch videos to hear and practice the differences between tones?
☐ Yes
☐ The teacher tells the sentences
☐ Sometimes
☐ Never

14. Do you know why it is important to use intonation?
☐ Yes, because…………………………………………………….
☐ No

Circle or underline ONE number of the given range of numbers.

15. How freely can you talk in English and use intonation? (rate your knowledge)

It is difficult   I fluently
for me to talk   1   2   3   4   5   speak English
in English

Thank you for Your time!

Evelin Erdős

10. Chart: Information about the interviewees

	Profession	Experience in teaching	Higher Education
<u>1st Interviewee</u>	English teacher of Hungarian minority school of Berehovo	15 years	Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education American Institution of teaching English
<u>2nd Interviewee</u>	English teacher of Hungarian minority school of Berehovo	10 years	Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education Uzhhorod National University
<u>3rd Interviewee</u>	English teacher of Hungarian minority school of Berehovo	18 years	Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education Uzhhorod National University

11. Diagram: Results of the questionnaire

Results of the Questionnaire

Legend:
- Every lesson
- Every lesson
- The most important
- Knows, but makes mistakes
- Often
- Often
- Rarely
- Rarely
- Often
- Often
- Knows the E.Intonation

X-axis: Upper-primary Classes (5th form, 6th form, 7th form, 8th form, 9th form)
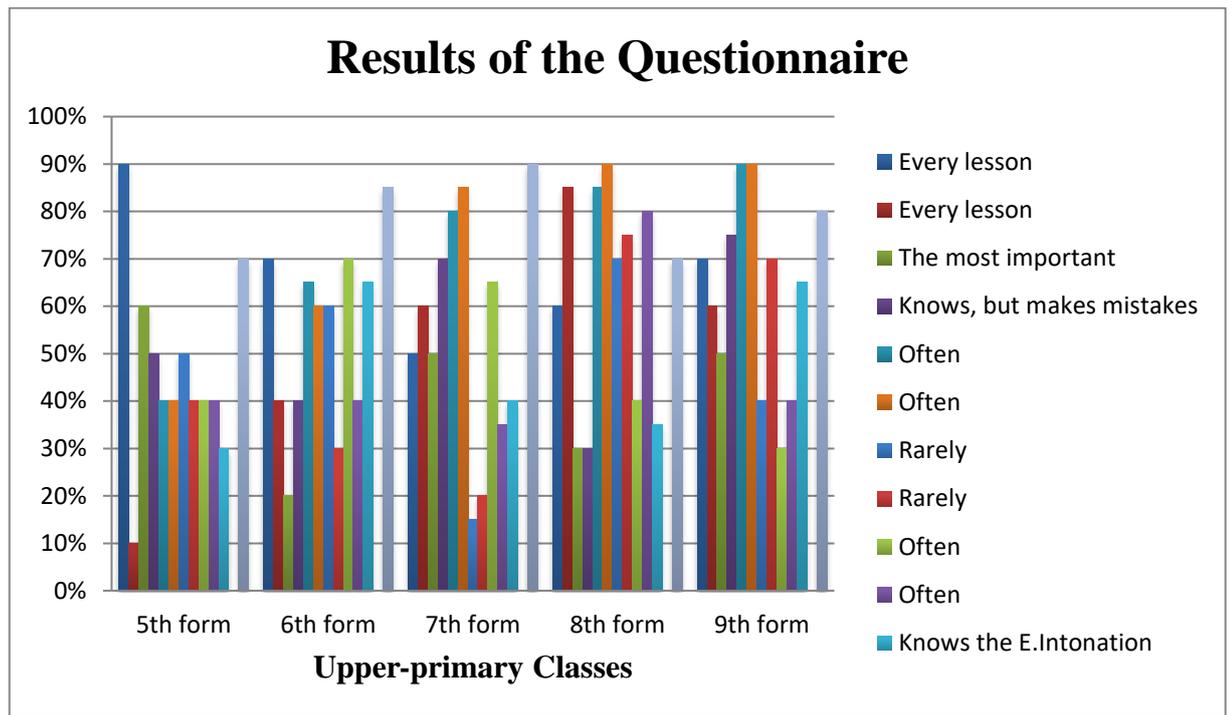
12. Chart: Speaking English Fluently and intelligibly

Speaking English Fluently and Intelligibly