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**USE OF GRAMMATICAL INTONATION FEATURES OF
THE ENGLISH LANGUAGE BY BOTH NATIVE SPEAKERS
AND NON-NATIVE SPEAKERS**

RESEARCH SEMINARY

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ABSTRACT

The aim of this thesis is to analyze the use of grammatical intonation features of the English language by both native speakers and non-native speakers, in different types of sentences such as affirmative, interrogative and exclamatory. To do so, a group of 10 participants, 5 native and 5 non-native, were placed in a recording room where they were asked to read aloud the sentences shown. After that, the recording was analyzed to study the use of grammatical functions of intonation by the participants. Upon analysis,

it was expected that the native speakers would be capable of systematically using language intonation and grammatical functions properly, thus producing a clear message of what it is being said, whereas the non-native speakers would have trouble producing such intonation characteristics, or might not use them at all. It is thought that this may happen due to the lack of teaching in these areas, while another possibility could be the interference of the Spanish language over English that non-native may have that makes obstacles for them in learning and using these features.

INTRODUCTION

Speech communication has been one of the most important factors ever as a means of expressing ideas and thoughts since the origin of mankind (Harrub et. al, 2003). Human's speech not only relies on its importance on what is said in utterances, but also on how these are produced. As such, the proper use of voice and intonation enhances the capacity of expressing correctly the feelings or desires someone wants to convey in a message (Wells, 2006). Other important aspects of human communication are the grammatical functions of the language which allow speakers to clarify and properly state their utterances, giving meaning to questions, statements, and exclamations. Intonation allows us to provide our utterances emotional and intentional cues through tone, tonicity, and tonality, all of which vary depending on the kind of message the speaker produces.

Intonation and its key grammatical characteristics are crucial in the development of language skills necessary for the student to become proficient in its use. Since the aim of language education is to give students the fundamental tools for using the language in a proficient manner, a goal like this cannot be achieved if intonation components are taken out of the equation (Taylor, 1993). Therefore, the learners' awareness of intonation and its functions should be an important characteristic of the accurate production of speech.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. THE IMPORTANCE OF INTONATION

Intonation is one of the most important aspects of speech production, it allows the listener to identify intentions and emotions. When communicating with another person, paying close attention to the level of pitch and tone of voice is crucial to understand what underlying purpose is given. When one participant of any given interaction fails to understand these cues, it may diminish the purpose of communication. Fleur (2013), supports this idea stating that intonation is “an integral part of making meaning in discourse and contribute greatly to the intelligibility of what is being communicated” (p. 4). Intonation, then, becomes a crucial point to be acknowledged by EFL students. It could be beneficial for teachers and students alike to become aware of the significance that intonation holds when communicating, as it is “a critical component of language competence and proficiency.” (Fleur, 2013, p. 4).

1.2. WHAT IS INTONATION?

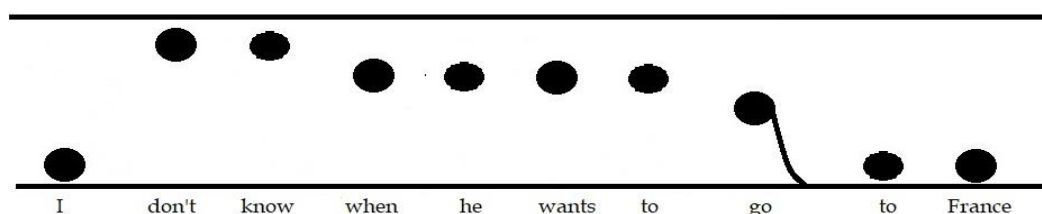
There are several different definitions of what intonation is. According to Wennerstrom (2001), intonation is described as the melody created by the voice while producing utterances and speech. This gives the speaker the opportunity to choose his or her pitch according to what is being expressed in the utterance. As reported by Levis (1999), intonation is the rhythm and the melody of the language. This includes volume, stress, and pauses. Moreover, the same author stated that intonation is not only prosody but also voice quality and intensity.

The intonation structure in English provides the speaker of various intonation systems at the very moment of speaking in order to change the meaning of the utterance. Among these are pitch, stress, tonality, tonicity, and tone.

1.2.1. PITCH

The concept of pitch is defined by Wells (2006) as “the perceptual attribute of voiced speech sounds which is connected to the rate of vibration of the vocal folds.” (2006, p 1.2). In simpler words, the pitch is the variation in frequency of the vibration of the vocal cords, which can be easily perceived by the listener.

The pitch level changes throughout an utterance, represented by a graph as the one in **Figure 1**. The upper bar shows a higher pitch, whereas the lower one implies a lower pitch. The circles within illustrate the syllables from the utterance, with large ones for stressed syllables and small ones for unstressed syllables. A tail hanging from one circle means that a specified syllable is followed by either a rising pitch (if the tail is upwards) or a falling pitch (if it is downwards) (Wells, 2006).



1.2.2. STRESS

On the one hand, when referring to stress, lexical stress (LS) and rhythmical stress (RS) are the two main types of stresses in English intonation (Wells, 2006). Although the use of the term “stress” is rather ambiguous, most of the theories about intonation refer to it. According to Wells (2006), Lexical stress is the property of words. In English, each word must have at least one LS syllable. Some particular words might have more than one LS syllable. If that is the case, then one LS will be primary and the rest non-primary, as shown in **Figure 2**.

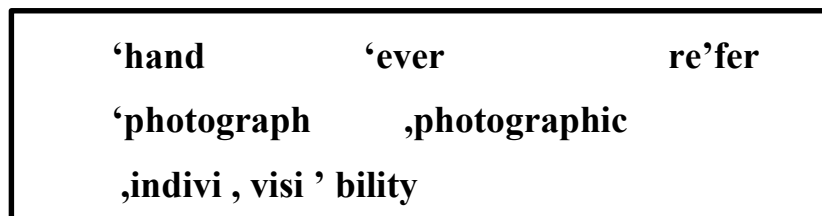
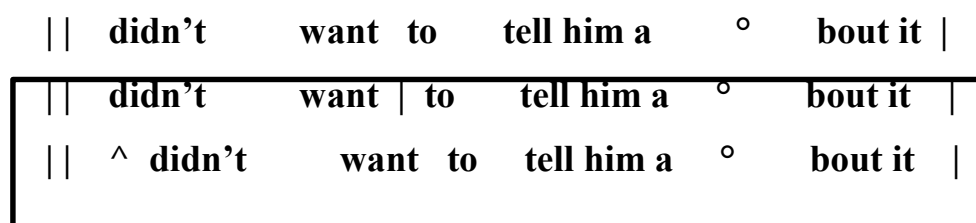


FIGURE 2: “STRESS, ACCENT AND INTONATIONAL FORM, WELLS (2006)”.

On the other hand, the rhythmical stress is used to avoid long sequences of unstressed syllables and to keep the rhythmic beat of an utterance (Solé Sabater, 1991). In English, a non-stressed syllable in a word can be preceded by more than two unstressed syllables in progression, if the aforementioned condition succeeds, secondary stress is introduced (e.g. clarifi’cation, re,conside'ration,varia'bility).

1.2.3. TONALITY

Tonality, as pointed out by Wells (2006), refers to the segments within the utterance that the speaker chooses to divide his speech in, as **Figure 3** shows. In addition, Tench (1996), refers to tonality in intonation as a system that divides the spoken discourse into individual units. These can be in one syllable or a long text. In other words, it is how the message conveyed is separated and organized.



1.2.4. TONICITY

Tonicity, according to Ramirez Verdugo (2005), serves as the indicator of textual metafunctions inside the utterance. In other words, it affects the way a full sentence is arranged at the moment it is being produced, providing the desired intention.

Wells (2006), explains that tonicity modifies the intention of the message by changing the location of the nucleus in the utterance, in that way illustrating what piece of information is the most important for the listener in any given sentence. This explains the syntactic function of tonicity, as exemplified in **Figure 4**:

| She said he could buy some chocolate cake |

FIGURE 4: TONICITY AND SYNTAX, WELLS (2006.)

The nucleus is located in "he", which means the speaker wanted to emphasize that just "he" was capable of buying a chocolate cake, and not "they", or any other subject.

Another example is seen in **Figure 5**, in which the nucleus is found in "on", showing the interest of the speaker to have a certain unnamed object be "on" the table, and not "under", or any other place.

| Put it on the table |

FIGURE 5: TONICITY AND SYNTAX, WELLS (2006.)

1.2.5. TONE

The tone is defined by Wells (2006) as the speaker's realization of accent and pitch pattern at the moment of speaking, or the variation of the pitch of the voice while speaking. This pitch usually serves to distinguish words and grammatical functions. Wells (2006), classifies tone in Nuclear Tones, identifying seven different tone types:

1.2.5.1. High Fall Tone: High pitch on the nucleus falling to low. All tail syllables low & level.

When the speaker uses this tone shows interest in the message (Wells, 2006: 218)

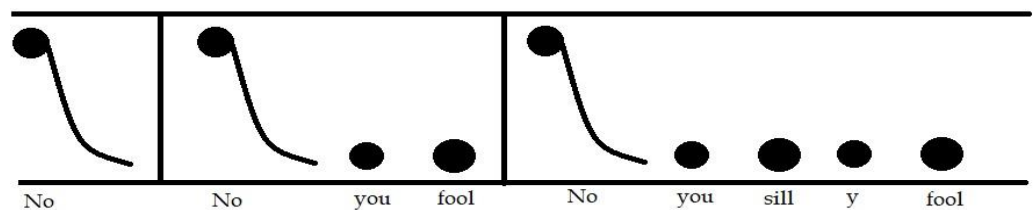


FIGURE 6: "HIGH FALL TONE", (WELLS, 2006).

1.2.5.2. Low Fall Tone: Mid pitch on nucleus falling to low. All tail syllables low and level. Speakers use low fall tone to express an impolite attitude during a communication (Wells, 2006: 218).

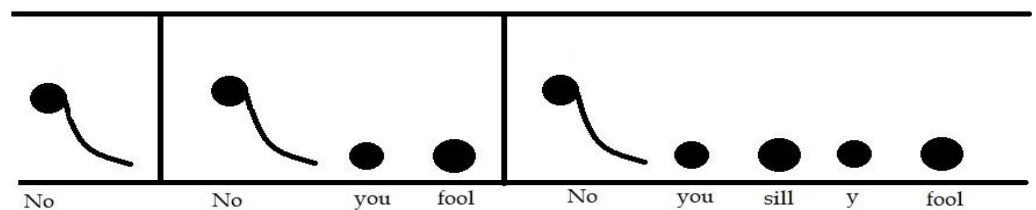


FIGURE 7: "LOW FALL TONE", (WELLS, 2006).

1.2.5.3. Low Rise Tone: Low pitch on the nucleus, rising steadily to the end of the intonation pattern. During the use of this tone, the speakers express an optimistic attitude and show interest in what the interlocutor is talking about (Wells, 2006: 223).

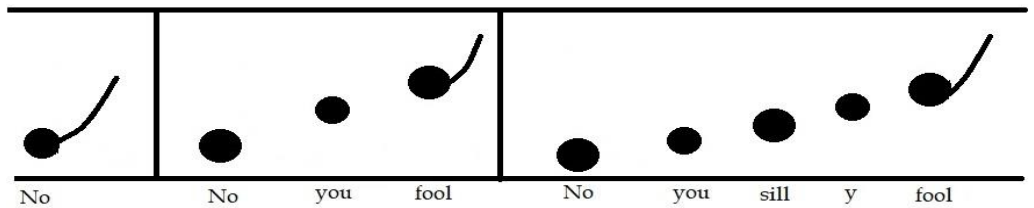


FIGURE 8: “LOW RISE TONE”, (WELLS, 2006).

1.2.5.4. **High Rise Tone:** Mid pitch or above on the nucleus, rising steadily to end of intonation pattern.

The use of high rise tone is related to a stronger sense of question or suggestion (Tench, 1996).

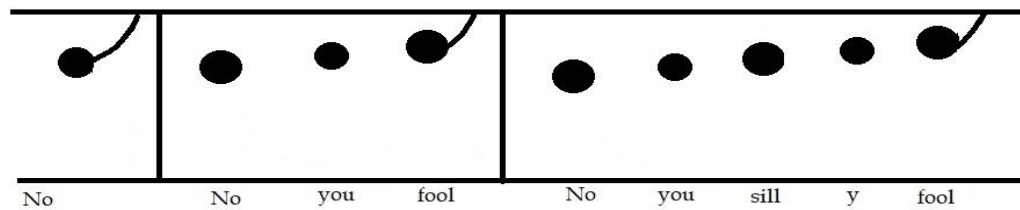
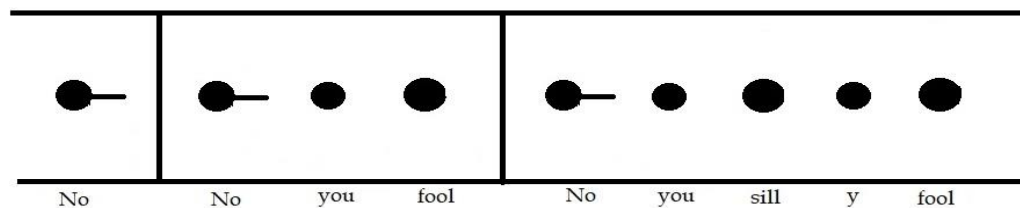


FIGURE 9: “HIGH RISE TONE”, (WELLS, 2006).

1.2.5.5. **Mid-Level Tone:** Mid pitch on the nucleus, sustained to end of intonation pattern. This tone is commonly used in routine events or situations that lack interest (Michaud & Vassiere, 2015).



1.2.5.6. **Fall Rise Tone:** High pitch on the nucleus, falling to low, leveling and rising towards the end of the tail. The use of this specific tone is to express politeness to our interlocutor (Ashby, 2004).

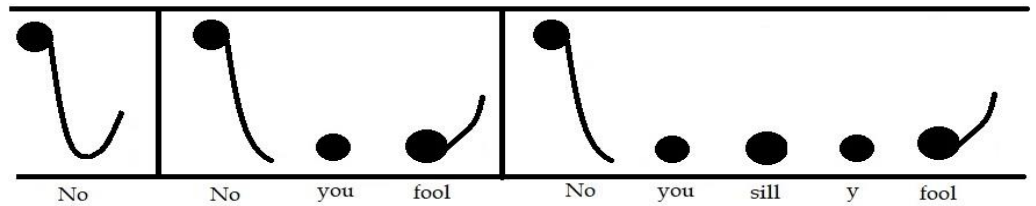


FIGURE 11: "FALL RISE TONE", (WELLS, 2006).

1.2.5.7. **Rise Fall Tone:** Mid or "lowish" pitch on the nucleus, rising to high by end of nucleus or text syllable, falling to low and then leveling out to the end of the intonation pattern. Usually, we use this tone starting from mid-pitch then our voice tends to go up and finally back again to mid-position (Rogerson Revell, 2011).



FIGURE 12: "RISE FALL TONE", (WELLS, 2006)

1.3. ROACH'S TONE CLASSIFICATION

In order to obtain more specific results in this investigation, it has been decided to limit the number of measured tones. Due to the fact that the amount of data is not sufficient to work with the tonal description of Wells and that many values in the analysis could be null, what Roach proposes in terms of types of tones and their description will be taken into account. The following will briefly explain what Roach (1983) poses about tones.

1.3.1. FALL TONE

According to Roach (1983), this type of tone is the most common of all the rest, considered as the most "neutral". Falling intonation is used in normal or neutral statements. In normal sentences, the last content word of a sentence is the one that receives more stress. In these type of sentences, the pitch rises to its

highest point on the stressed syllable and then drop down at the end. This drop at the end is the reason why this type of intonation is often referred to as falling intonation. The use of a fall intonation gives the impression of “finality” to what has been said. Also, a fall tone can also deal with *wh*-questions since their function is to request for information.

1.3.2. RISE TONE

Speakers use rising intonation on a statement in order to signal that they are asking the statement as a question (Roach, 1983). Rising intonation describes when the pitch rises from the stressed syllable of the last content word of the sentence and continues to climb. Depending on the context and the emotion or attitude that is trying to be conveyed with the tone, rising intonation may start earlier in the sentence and then climb all the way to the end. Speakers use rising intonation on a statement in order to demonstrate that they are asking the statement as a question.

1.3.3. LEVEL TONE

Roach (1983) states that this tone is formulated in a restricted context. Usually, this tone is used to convey a message or something that may sound routinely, without interest or boring. One of the examples that the author presents to describe it is a teacher taking attendance of its students, by doing this the teacher would be occupying a Level tone when calling each name. Similarly, if someone is asked a series of routine questions, the answers to these questions (which could be yes or no) should be answered with a Level tone.

1.3.4. FALL-RISE TONE

The Fall-Rise tone can also be used for limited agreement or response with reservations.

A: I've heard that it's a good school.

B: v yes

EXAMPLE TAKEN FROM "English Phonetics and Phonology" BY PETER ROACH (1983)

Fall-Rise intonation describes how the voice falls and then rises. We use Fall-Rise intonation at the end of sentences when we mean that we are not sure, or when we have nothing else to add.

I do v n't support any football team at the m v o m t e n t. (but I may change my mind in future).

It rained every day in the firs v t w t e e k. (but things improved after that).

EXAMPLE TAKEN FROM "Cambridge Dictionary", 2019.

In addition, we use Fall-Rise intonation with questions, especially when we ask for information or invite someone to do or have something. The use of this intonation pattern makes the questions sound politer.

Is this your cam v e r t a?

Would you like another co v f f t e e?

EXAMPLE TAKEN FROM "Cambridge Dictionary", 2019.

1.3.5. RISE-FALL TONE

According to the author, the Rise-Fall tone is used for stating feelings of approval, disapproval or surprise.

A: You would't do an awful thing like that, would you?

B: ^ no

EXAMPLE TAKEN FROM "English Phonetics and Phonology" BY PETER ROACH (1983).

When contrasting a Rise tone with a Rise-Fall intonation the distinctions are very subtle and vary widely based on an individual's speech pattern and regional dialect. Therefore, it is difficult to establish greater significant differences regarding the Rise-Fall tone.

1.4. TONE ANALYSIS

Wells (2006), explains that an utterance follows a structured intonational configuration, determined by the way it is accented. This variation in pitch structure is identified in the nucleus configuration, consisting of the onset, pre-head, the head, the nucleus itself, and the tail.

The onset is the first syllable accented in the utterance, prior to the nucleus, which in **Figure 1** is the syllable “**don't**”. The pre-head consists of unaccented syllables before the nucleus, and in this example, all syllables are accented, so there is no pre-head. The head envelops all preceding syllables as well as the onset. This means that the head involves the syllable “**don't**” until the first “**to**”. The main stressed syllable that carries the intonational meaning is the nucleus, which in this case is “**go**”. All syllables after the nucleus that are not accented are called the tail.

In **Figure 13**, there is an example of a sentence without a head, but with a pre-head. The syllables before the nucleus “told” are unstressed and flat, showing no intonational intention or meaning. As such, these syllables are labeled as the pre-head.

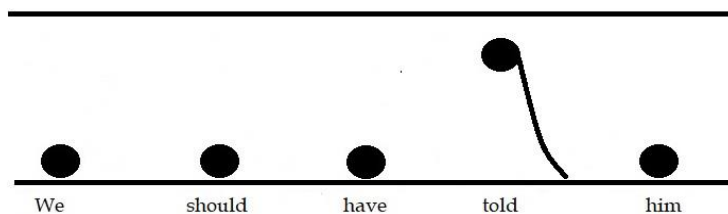


FIGURE 13: PRE-HEAD AND NUCLEUS, WELLS (2008).

1.5. THE ACOUSTIC ANALYSIS OF INTONATION

Another important aspect to take into consideration is the analysis of acoustic sounds when referring to intonation. The acoustic analysis can be understood as the science that studies the production, control, transmission, reception, and effects of the sound waves produced by someone or something. For the purpose of this study, only spoken soundwaves were considered.

An instrument commonly used in the acoustic analysis is the spectrogram. Nolan, extracted from “The Handbook of English Linguistics” by Aarts, B. & McMahon, A. (2006), defines it as “the resonances and other acoustic components of speech evolve and change over time”. The data provided by the spectrogram suggest how the resonance and other acoustic elements are changed and developed during the speech. As a further matter, it is possible to add phonetic transcriptions to the same measure, this in order to point out which parts of the signals correspond to which linguistic elements (Nolan, 2006).

1.6. THE FUNCTIONS OF INTONATION

One of the most important characteristics of intonation are its functions. These determine the use that we make of intonation in different contexts (Tench, 1996). When the functions are not used properly by foreign users of the English language, the English intonation might lead to a communication breakdown. Functions can be categorized in attitudinal, grammatical, informational, cohesive, psychological and indexical. Only three of them will be reviewed, due to their importance in practical communication, while the grammatical function will be the one to be furthered analyzed given its relevance to our research.

1.6.1. THE ATTITUDINAL FUNCTION

According to Wells (2006), the attitudinal function allows speakers to express their attitudes and emotions, such as pleasure or anger, interest or boredom, seriousness or sarcasm, as many others. These factors provide extra information to the listener who may answer accordingly to what has been declared. As Jesenská (2005) stated, a single sentence could be pronounced in a number of different ways depending

on the intonation of an utterance. For example, “What a beautiful day!” may be interpreted differently from speaker to speaker, as shown in **Figure 14**.

- a) What a beautiful day! Simple fall pattern of intonation - meaning when said perfunctorily;
- b) What a beautiful day! Rising intonation - meaning when said enthusiastically;
- c) What a beautiful day! Rising-fall intonation - meaning; when said sarcastically;

FIGURE 14: “ATTITUDINAL FUNCTION ANALYSIS SAMPLE” (NOLAN, 2008).

However, intonation can generate differences in meaning that can go beyond attitudinal information. Consequently, one utterance can be understood from two or more different points of view. That is why, what is expressed cannot be taken as “literal” as it may seem, since there is a pragmatic intention behind the message. Moreover, the pitch variation is an essential component, not only to distinguish the speaker’s intention but also to identify non-linguistic tasks such as emotion, social status, as well as personality (Spaii & Hermes, 1993).

1.6.2. THE INFORMATIONAL FUNCTION

The informational function (also called the focusing function) helps to show what information in an utterance is new and what is already known (Wells, 2006). Alongside the Grammatical function, this is one of the most important functions within English intonation, because it is used to bring some parts of the message to focus, while leaving out some others, and as Nolan (2006) stated, it also gives emphasis by highlighting some parts of the sentence and not others. Speakers do this by using tonicity and by the placement of other accents in the utterance as seen in **Figure 15**.

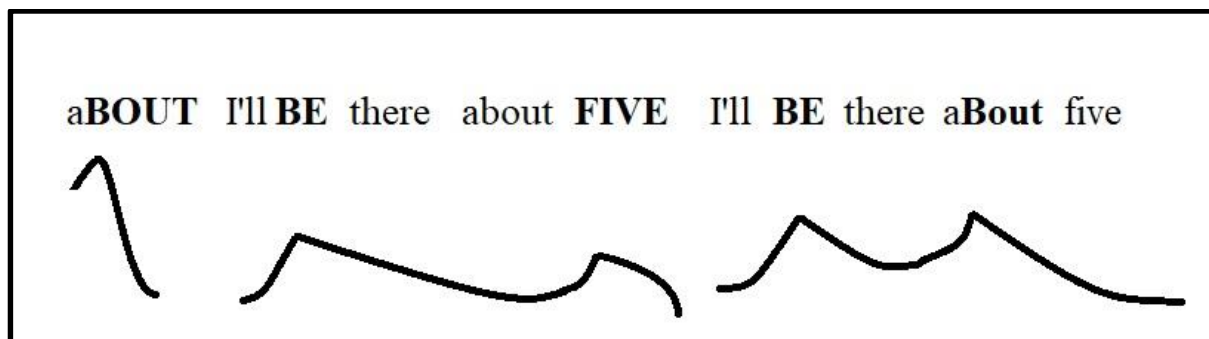


FIGURE 15: FOCUSING FUNCTION ANALYSIS SAMPLE” (NOLAN, 2008).

1.6.3. THE GRAMMATICAL FUNCTION

The importance of the grammatical function for our research lies in the influence it has in the English language. Especially for communicative purposes, if a precise pronunciation is not executed, but the grammatical function is used correctly, the message is properly delivered in the same way. By using grammatical functions, we are using suprasegmental features of the language that help us express emotions and attitudes when we speak. The grammatical function of intonation allows the realization of grammatical structures in an utterance, in a similar manner as punctuation does in written texts. Speakers use intonation to mark the beginning and end of grammatical units such as clauses and sentences, this is done by the use of tonality. They also benefit from intonation to distinguish clause types, such as questions vs. statements, and to clarify grammatically ambiguous structures. This is mainly done by the use of tone (Wells, 2006). For further analysis, the grammatical function is in charge of establishing divisions between the units of an utterance to become understandable for the listener. This function is also affected by pitch and stress. Before uttering a sentence, this is solely composed of words, afterwards these words are converted into units that gave sense to an entire phrase. Jesenská (2005), exemplifies the grammatical function of intonation using a single sentence, which can be taken for a statement, a question, an exclamation, or an implication of one's attitude depending on intonation.

Figure 16, shows sentences that can be taken for a statement, a question, an exclamation, or an implication of one's attitude depending on intonation:



He's 'passed his e xam? – a question

He's 'passed his e ↗ xam? – a question as an expression of surprise /it is unbelievable that he has passed his exam because he had not been studying a lot

He's ↘ passed his e ↘ xam. – an exclamation

He's ↘ passed his e ↗ xam. – a statement suggesting that he must know something, he may not be so lazy and now he deserves to take a rest after all.

FIGURE 16: GRAMMATICAL FUNCTION OF INTONATION, JESENSKA (2005).

The grammatical structures determine the point at which intonational phrase boundaries can occur, depending only on the performance factors, such as the speech rate (Nolan, 2006).

CHAPTER II: PROBLEM STATEMENT

2.1. JUSTIFICATION

The use of a language is one of the most crucial tools to communicate with other people. In order to make this communicative interaction possible, the participants in the process of interaction will need to possess the right mental codification of the language being used, since all participants need to understand what they are being told, and to know how to produce a spoken reply.

The process of communication can be efficiently enriched if participants are aware of the use of the suprasegmental features of the language. These features, being stress, tone, and intonation, are capable of conveying a wide array of meanings within a message, letting the receiver know information that may be difficult to process.

A native speaker of a language is likely to apply these suprasegmental features in a more consistent and correct way since the process occurs unconsciously during the production of their message. Non-native

speakers, in contrast, need to be taught these features so that they can apply them consciously during the speech.

According to the Education First English Proficiency Index (EF EPI, 2018), the level of English in our country has decreased for the last five years. Data shows that Chile is positioned in the 46th place from 88 countries measured. Each year the EF EPI develops more than 1.3 million tests and instruments as a general report to compose an annual ranking table. These reports demonstrate that proper English learning in Chile has always been a great challenge to achieve by teachers and students alike. It may be possible that these results originated from pedagogical issues, such as methodology which fails to include suprasegmental features in the national curriculum. This aforementioned issue is thought to have a consequence in students' learning, by not only raising the learning curve of English, but also by not developing specific oral and listening skills in the second language. Therefore, it is important to understand all the scopes of the phonetic functions of the language that need to be implemented in our schools and also, in the training of future teachers of English. In other words, listening and speaking skills represent an important aspect in the English learning process, by recognizing through intonation patterns new phonemes which we do not know in our mother tongue and by speaking with a correct intonation that will deliver an understandable message.

2.2. RESEARCH QUESTION

Is it important that English language learners (L2) know how to identify and apply intonational patterns?

2.3. GENERAL OBJECTIVE

This study seeks to analyze the grammatical function of the intonation of the English language to distinguish affirmative, interrogative and exclamatory statements, uttered by native and nonnative speakers.

2.4. SPECIFIC OBJECTIVES

- 2.4.1.** Identify intonational patterns of the English language through the grammatical functions which are used by English native speakers.
- 2.4.2.** Identify intonational patterns of the English language through the grammatical functions which are used by Chilean students as a second language.
- 2.4.3.** Compare intonational patterns of English that are used by native speakers and Chilean students.

CHAPTER III: METHODOLOGY

3.1. TYPE OF RESEARCH

In order to meet the general objective of this research, a quantitative design has been chosen since it allows us to set a specific aim to be focused on. The research problems imply the need for explanation and measurement of a certain phenomenon, which in this case is the English intonation through the use of the grammatical function.

3.2. HYPOTHESIS

3.2.1. Hypothesis 1 (H_i)

There is a meaningful difference of intonation patterns between native and non-native speakers of English when using the grammatical function of intonation.

3.2.2. Hypothesis 2 (H₀)

There is no meaningful difference of intonation patterns between native and non-native speakers of English when using the grammatical function of intonation.

3.3. RESEARCH DESIGN

To illustrate what is being proposed in the research, a Transactional Design will be used. This is a type of research that collects data in only one opportunity at a unique time. Its purpose is to describe variables, to analyze their incidence and relationship with a given moment. In other words, “cross-sectional studies” allow for several people to be studied at the same time or period, in different stages of the study (Bisquerra, 2014).

3.4. VARIABLES

3.4.1. INDEPENDENT VARIABLE

Independent Variable	Definition	Operational Definition
The Grammatical Function of Intonation	The variation of the pitch in utterances that help us to recognize different elements in a language such as rhythm and tones.	Questions: Something to say in order to ask a person about something usually to ask information Statements: A sentence that states something true Exclamations: Vehement expression of protest or complaint (Merriam Webster, 2018)

3.4.2 DEPENDENT VARIABLE

Dependent Variable	Definition	Operational Definition
Intonation Patterns	<p>A unit of speech melody in a language or dialect that contributes to the total meaning of an utterance (Webster's New World College Dictionary)</p>	<p>Tone: the change of pitch of the voice at the moment of speaking</p> <p>Tonality: the division of speech into units</p> <p>Tonicity: changes the intention of the speaker</p>

3.5. PARTICIPANTS

Ten participants were chosen to collaborate in this research. These participants were divided in two groups. The first group consisted of five native speakers of English from the United States. The second group was constituted by five non-native English speakers from a Chilean university in the Bio-Bio region.

3.5.1. *First group the English native speakers:* This group includes people between 19 and 23 years old, male and female. They come from the state of Utah in the United States. These participants are religious missionaries that belong to the Church of Jesus Christ of the latter days' Saints (Mormons). All of them have recently graduated from high school; therefore, none of these participants has had any university preparation or do not have any profession. All of them come from an average socio-economic level by US standards. When interviewed, they had a year living in Chile, and their preparation in the Spanish language before arriving into the country was basic.

3.5.2. *Second Group Chilean university students of English Pedagogy:* The non-native speakers are currently in their first year of the English Pedagogy programme from a university located in the Bio-Bio region. These participants are men and women ranging from 18 to 20 years old. They all have graduated from high school in public or subsidized schools. The majority of these students come from an average or average-to-low socioeconomic background.

3.6. PROCEDURE

In order to collect the necessary data to complete this project, the first stage was to search participants who met certain communicative conditions in English. The next stage was to elaborate an instrument in which the participants could read aloud different grammatical patterns and then record their voice using an intonation analysis software. In order to proceed with the data gathering, a document was elaborated to obtain informed consent from the participants of the study (*see appendix 2 & 3*). After obtaining the consent, the designed corpus was implemented to the participants, in which they read sentences according to the instructions provided. The samples were recorded in one session at an office that met the necessary acoustic conditions. For the recording, the materials used were a Sony ICD-PX312 recorder and printed sheets with the sentences to be uttered. Lastly, the recording was put into analysis with the software PRAAT (version 6.1.03), which had the appropriate features necessary.

3.7 DATA GATHERING STRATEGY

The data collection for the study was carried out through the use of PRAAT, which is a software designed to do research in phonetics. Among its many features, PRAAT is an open-source distribution program, multiplatform and therefore free. This software was developed by the University of Amsterdam since 1992 and is constantly being updated taking into account the suggestions of its own users (Montes, 1992). This software was chosen because one of its key features allows the acoustic analysis of voice through direct sound recordings. According to Datko (2014), there are some positive impacts in recognizing pronunciation features by using multimedia resources such as videos, podcasts, documentaries, and audiobooks, among others. The author states that multimedia input allows the teacher to use authentic material which improves the objective of learning. In fact, he continues to point out that one of the benefits when using multimedia resources is the “assistance in recognition of suprasegmental characteristics and how they influence information and intent” in order to identify its features such as stress, rhythm, and intonation.

3.8. MATERIAL AND DESIGN

In order to implement this research, an instrument was designed with the required characteristics to gather data. This instrument was composed of three sentences: interrogative, exclamatory, and affirmative (*see appendix 4*).

Each participant was given instructions that enabled them to know what to do with the sentences, regarding the content of the corpus given. After that, each of their speeches were recorded and stored in a computer for their further analysis on PRAAT (*see appendix 6 & 7*). The recording device used was a Sony ICD-PX312 voice recorder, marketed for journalism, and the computer in which the analysis in PRAAT was done was a Lenovo Y40-80, with Windows 10 as operating system.

3.9. INSTRUMENT

This instrument was adapted (Galves, Gonzales, Ilufí, Perez and Sanchez, 2017) and validated by three academic experts on the field of phonetics and the English language (*see appendix 5*).

A handout was given to each participant, who would read it in order to clarify any possible doubt. Once each participant finished reading, the procedure was explained, and the recording process started.

Afterwards, the recordings were analyzed with the PRAAT software, which would give us a clearer view of the changes in pitch and intonation followed by an auditory examination made by the members of this research.

Each recording was classified into the pitch tone the analysis presented, and a chart with the result was drawn to make the organization more understandable.

Each recording was classified into the pitch tone the analysis presented, and a chart with the result was drawn to make the organization more understandable.

CHAPTER IV: RESULTS AND ANALYSIS

4.1. RESULT ANALYSIS

For the results' analysis, the recordings were processed by PRAAT, which ultimately generated visual samples of the pitch variation produced by both groups. Once the samples were generated, the data was classified into different tone patterns (*see appendix 9*). In order to make this possible, an analysis and tone classification chart was created to identify which type of tone was used in each type of sentence. This provided us an accurate view of the tendencies produced by both groups. Afterwards, an Excel sheet was created in order to quantify the data gathered in the previous analysis. Taking that information into account, different graphs were elaborated, these showed precise percentage information about the frequency in which each type of sentence was produced with the correct intonational pattern.

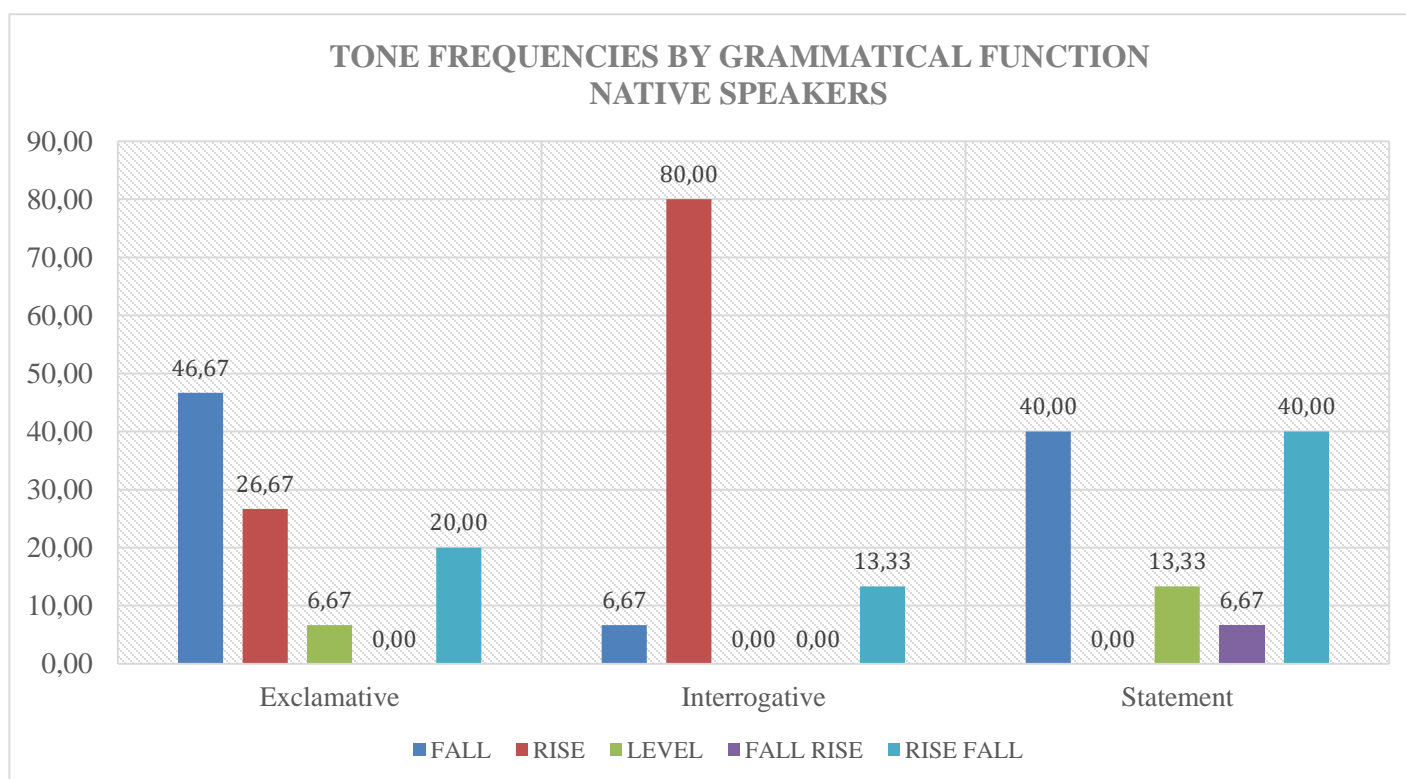
Finally, a statistical analysis using Chi-square was carried out in order to corroborate the information analyzed. Three frequency tables per tone were elaborated to examine whether there was a difference in tone performance in both groups, native and non-native.

The groups were divided in two: Group A (GA) corresponding to Natives speakers of English and Group B (GB) corresponding to non-native speakers of English.

GROUP A (GA)	Natives speakers of English
GROUP B (GB)	Non-native speakers of English

4.2. ANALYSIS PER GROUP OF PARTICIPANTS

4.2.1. GROUP A: NATIVE SPEAKERS OF ENGLISH



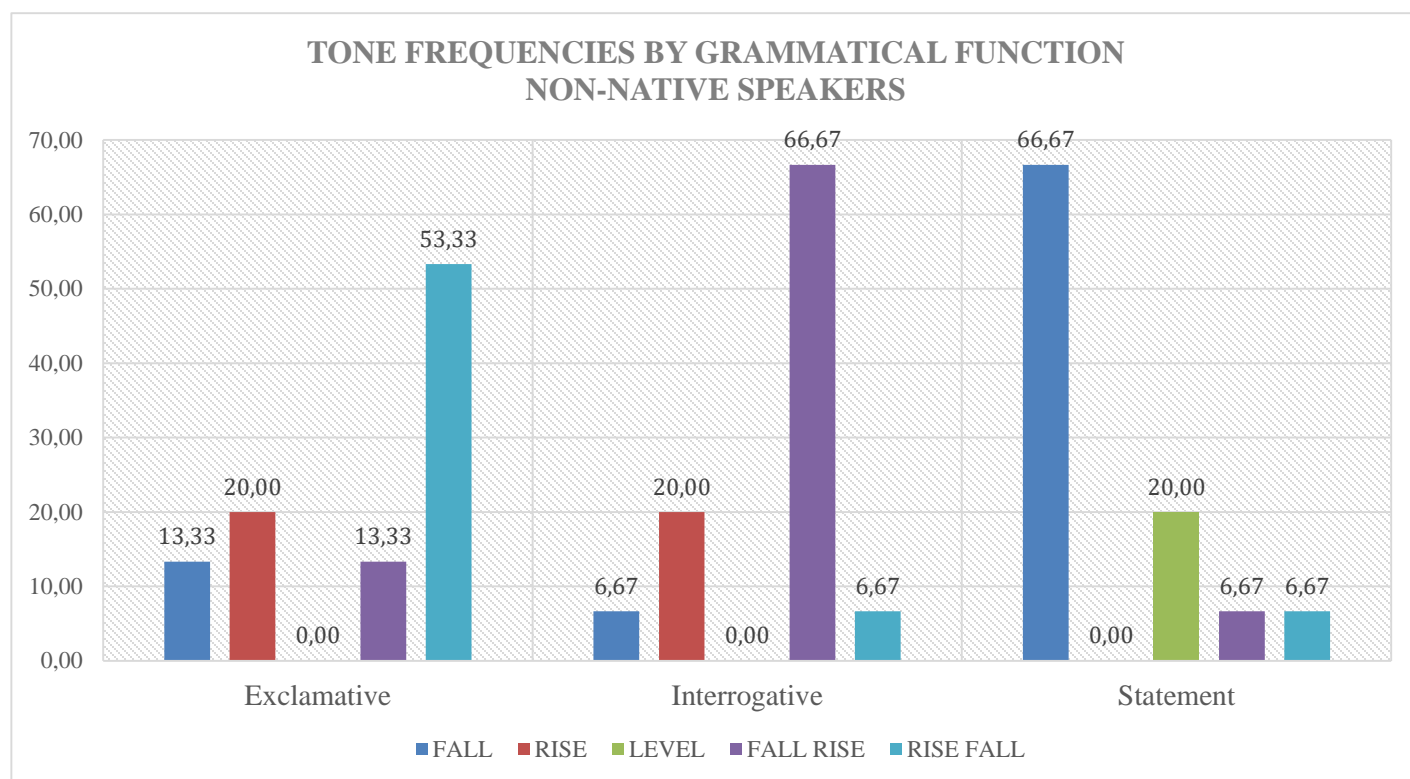
Graph 1: "Tone Frequencies by Grammatical Function Native speakers"

The classification of each recording from Group A, showed the variation of tones used for each sentence in the three grammatical functions of intonation.

In the **exclamative function**, GA had a high tendency of using the Fall tone, with a 46,67%. While not as high as the former, but still used in considerable frequency, was the Rise tone with a 26,67%. No participant from GA used the Fall-Rise tone, and only a small percentage of them implemented the Rise-Fall tone with a 20%. Finally, the Level tone presents only a 6,67%. It can be concluded that GA used the Fall tone with higher frequency than the rest of them. The data gathered from the **interrogative function** shows some considerable numbers: a vast 80% of GA used the Rise tone. The rest of GA produced the Rise-Fall and Fall tones, with a 13,33% and 6,67% respectively. No GA participant used either the Level or the Fall-Rise tone. Therefore, results prove that GA participants were highly inclined to use the Rise tone for the interrogative function.

Regarding the **statement function**, the use of tones provides a similar distribution: The Fall tone and Rise-Fall tone both present a 40%. The rest of the utterances present a 13,33% in the Level tone and a 6,67% in the Fall-Rise tone. No GA participant formulated his or her sentences with a Rise tone. Therefore, the Fall tone and Rise-Fall tone were the most used tones among the GA.

4.2.2. GROUP B: NON-NATIVE SPEAKERS OF ENGLISH.



Graph 2: "Tone Frequencies by Grammatical Function Non-Native speakers"

Each recording from the GB was classified to see the variation in tone use for each function.

In the **exclamative function**, the highly used tone was the Fall tone, with a considerable 66,67%. Contrastively, a small amount of GB used the Fall-Rise and the Fall tone with a 6,67% in both. 20% of the participants uttered a Rise tone, and none of GB used a Level tone in this category. It can be concluded that the Rise-Fall tone is the dominant tone used by GB participants.

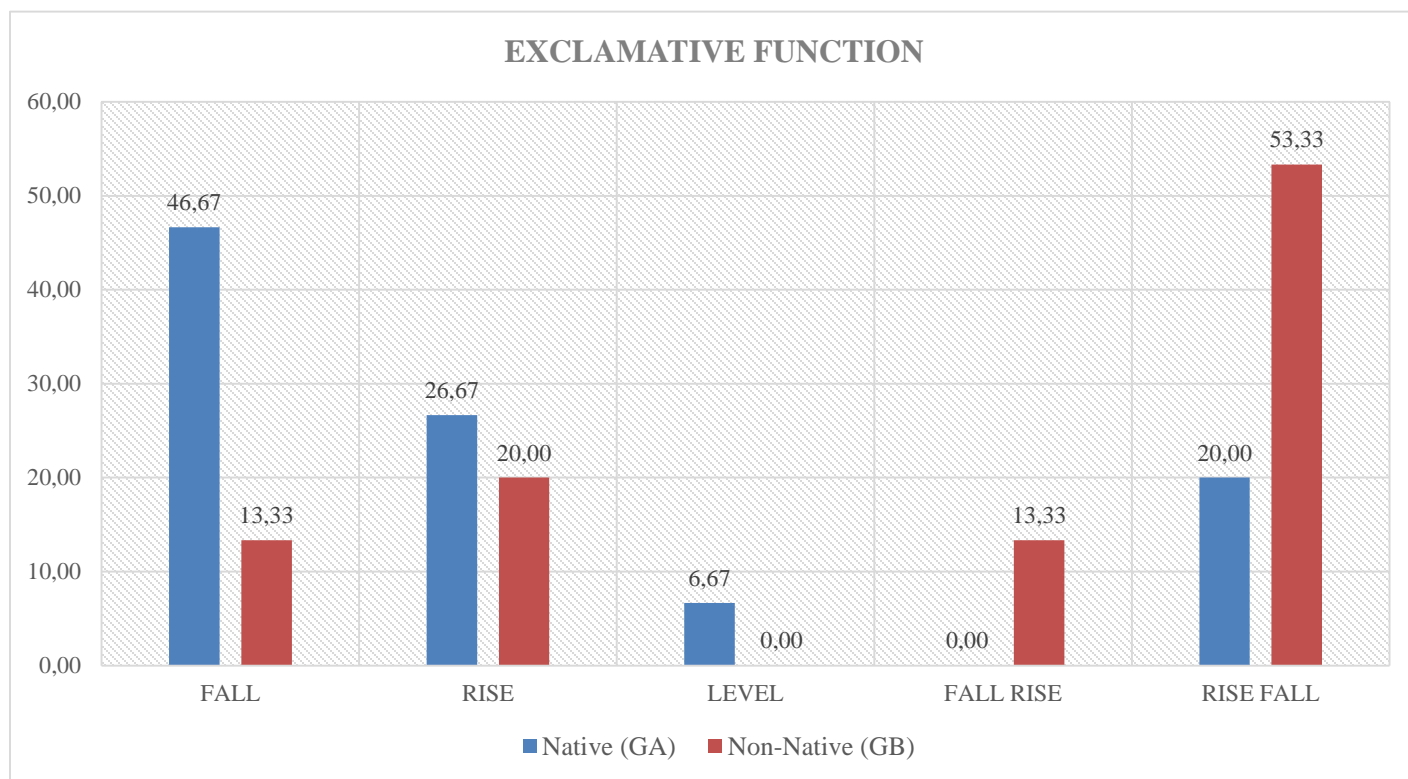
In terms of the **interrogative function**, a notorious tendency can be observed. The graph illustrates that the Fall-Rise tone was the most widely used among all the other five tones with 66.67%, higher than any other use of tone. On the contrary, only a small percentage of the utterances were made with Rise-Fall tone and Fall tone with a 6.67% in both. Noteworthy is the fact that 20% used the Rise tone. As a result, the most commonly used tone was the Fall-Rise among GB.

Regarding the **statement function**, the most widely used tone was the Fall tone, with a large 66,67%, outnumbering all other uses of tones. In relation to the Level tone, it was used by a 20% of GB, while the

Rise-Fall and the Fall-Rise tone were used with a 6,67% in both. No participant from GB uttered a Rise tone in this category. As a result, the Fall tone was the most prominently used in GB.

4.3. ANALYSIS ACCORDING TO ROACH

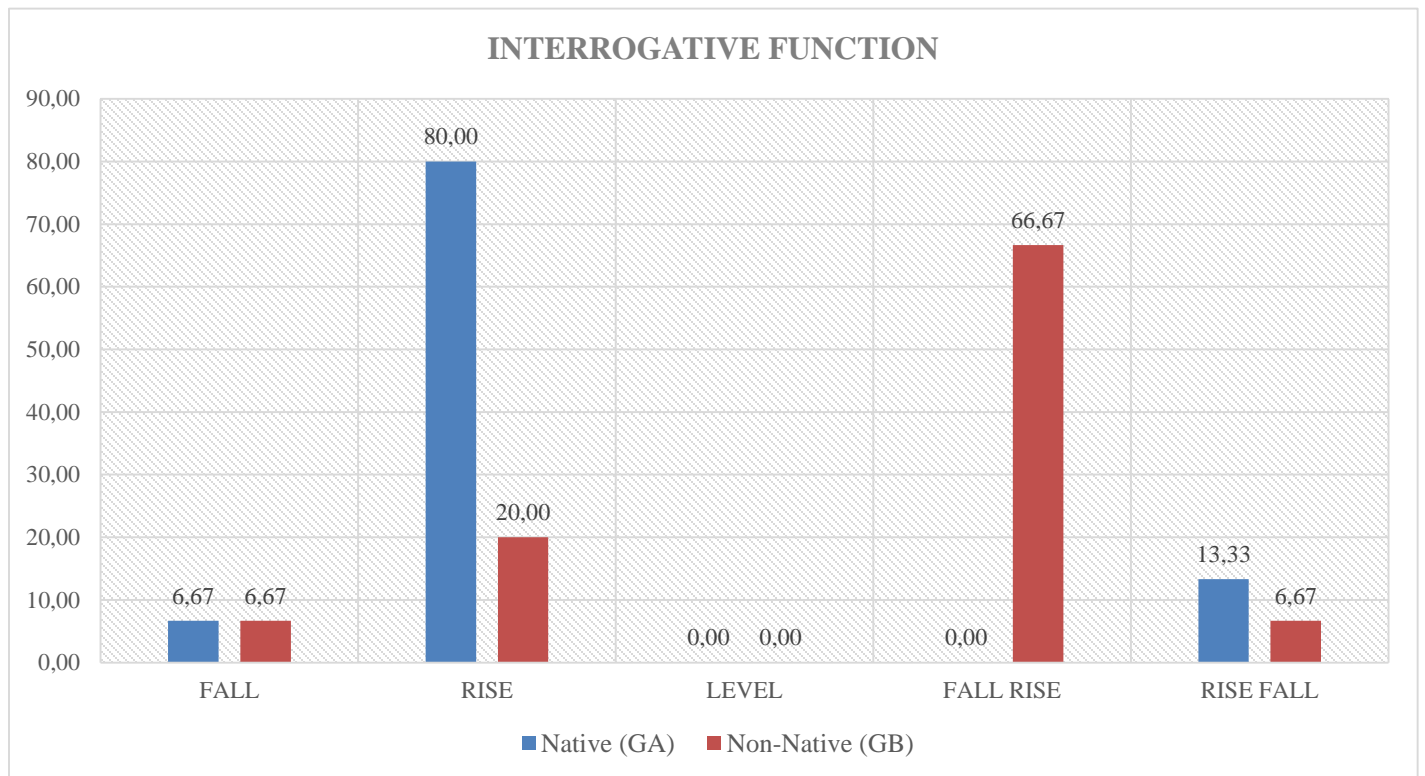
4.3.1. EXCLAMATIVE FUNCTION



Graph 3: "Exclamative Function"

In relation to the **Exclamatory** use, a significant majority of participants from GA used the Rise-Fall tone with a 53,33% followed by a 20,00% of speakers that used a Rise tone. In contrast, the use of Rise-Fall in the GB group remained in 20,00% and the highly used tone was the Fall tone with a 46,67% followed by the use of Rise tone (26,67%). Roach established that in order to show an exclamation of surprise, the Rise-Fall tone is suggested. Therefore, in this case, the GA group was closer to what was stated by the author. However, participants in GB used the Fall tone which is also related to what Roach states.

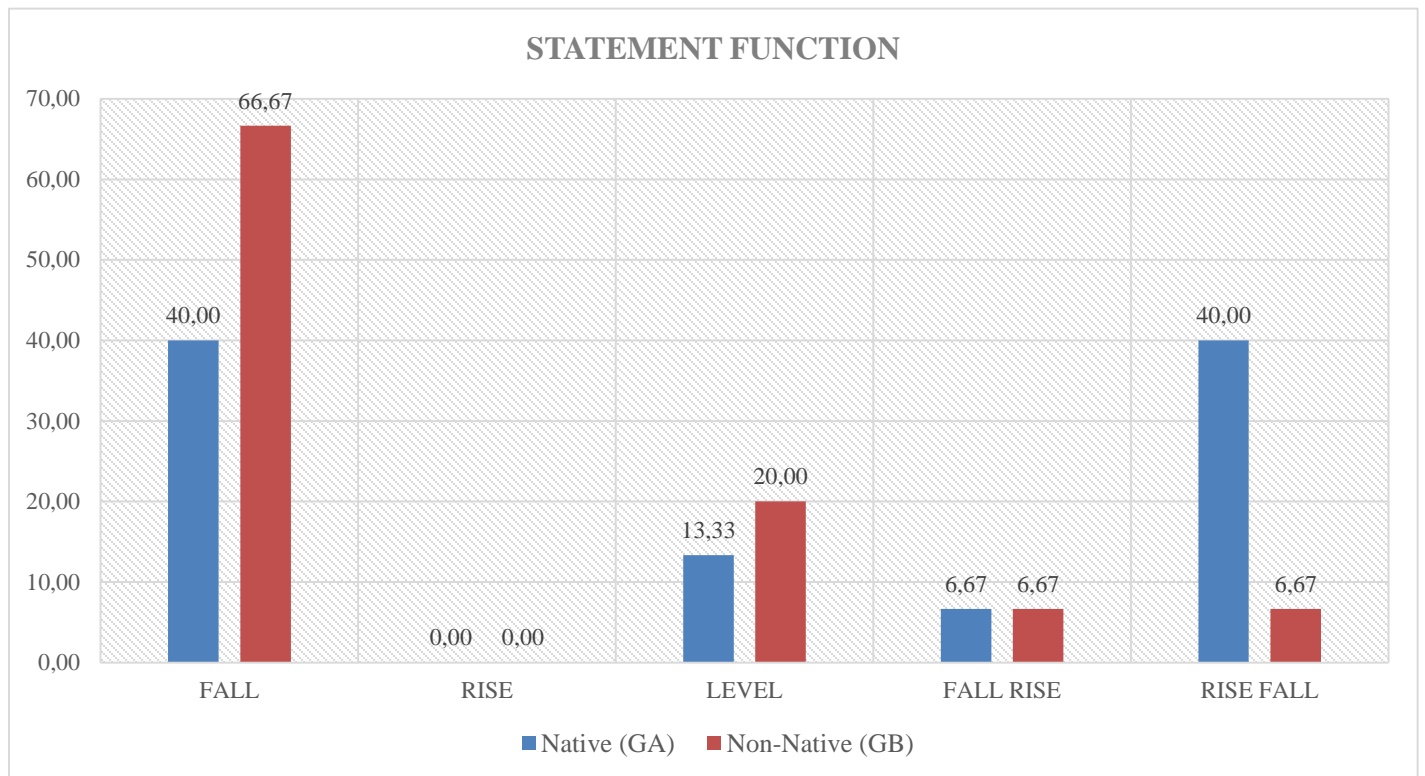
4.3.2. INTERROGATIVE FUNCTION



Graph 4: "Interrogative Function"

In relation to **Interrogative** function of the utterance, the vast majority of GA used the Rise tone with an 80%. Contrastively, GB presents a small percentage of use in Rise tone (20%) but the most used tone in GB was the Fall Rise tone with a 66,67%. Peter Roach establishes that the interrogation use can be classified in Fall (wh questions), Rising (yes-no questions) and Fall-Rise (polite invitation). On the one hand, it is possible to state that GA has widely used the interrogative utterance as a yes-no question and only in small percentage as a polite invitation. On the other hand, participants from GB used the interrogative utterance with an attitude of polite invitation and only a small percentage of 20% used this utterance with an attitude of yes-no question.

4.3.3. STATEMENT FUNCTION



Graph 5: "Statement Function"

In relation to the **Statement** utterance, participants from GA used it as a Fall and as Rise-Fall, both with a significant 40%. In the case of GB, the vast majority of participants uttered the sentences with a Fall tone and only a small percentage with a Level tone. Roach establishes that a neutral statement should be formulated with a Fall tone. Therefore, the big majority of GB reaches what the author states as a rule with a 66,67% and a 40% of GA follows the same pattern. Nevertheless, it is also important to highlight that a 40% of GA used the Rise-Fall tone, which can be associated to the Fall tone.

4.4 STATISTICAL ANALYSIS THROUGH CHI-SQUARE

In relation to the specific objectives, it is necessary to compare the intonational patterns used by native speakers of English and non-native speakers.

The following frequency tables show frequency differences in three grammatical functions, exclamation, interrogation, and statement between Group A, non-native speakers, and Group B, native speakers of English.

TONES	GROUP A	GROUP B
Fall	2	7
Rise	3	4
Level	0	1
Fall Rise	2	0
Rise Fall	8	3

TABLE 1: GRAMMATICAL FUNCTION, EXCLAMATION

TONES	GROUP A	GROUP B
Fall	1	1
Rise	3	12
Level	0	0
Fall Rise	10	0
Rise Fall	1	2

TABLE 2: GRAMMATICAL FUNCTION, INTERROGATION

TONES	GROUP A	GROUP B
Fall	10	6
Rise	0	0
Level	3	2
Fall Rise	1	1
Rise Fall	1	6

TABLE 3: GRAMMATICAL FUNCTION, STATEMENT

To compare differences between GA and GB, these measured frequencies were analyzed by the chi-square (χ^2) method in order to verify whether or not there exists a significant statistical difference in utterances of grammatical intonation.

For the study to be valid, it required the calculation of a point of comparison, which in this investigation is called **Critical Point**. This calculation is based on the margin of error applied to the study, which is a 5%. (*see appendix 8*). The resulting number of Critical Point of χ^2 was 9,49. This measure establishes that as long as the variable of the calculated chi-square value is higher than the Critical Point one, the statistical gap will be more significant.

Therefore, the measurement results show a significant statistical differences in exclamatory and interrogative sentences, as shown in the following chi-square results.

Exclamatory utterance, Calculated $\chi^2 = 13,15 > 9,49$ significant difference

Interrogative utterance, Calculated $\chi^2 = 88,25 > 9,49$ significant difference

Statement utterance, Calculated $\chi^2 = 7,33 < 9,49$ no significant difference

Considering the critical point of chi-square calculated, these results show us significant differences when calculated χ^2 of *exclamation* and *interrogation* are compared. Therefore, it is observable a quantitative difference between native speakers and non-native speakers.

However, it is also observable an insignificant difference in *statement* sentences, as the calculations show the grammatical pattern of *statement* was measured with no statistically important difference. According to these results **Hypothesis 1** (H₁) is achieved.

CHAPTER V: DISCUSSION

After analyzing the data previously collected through the PRAAT software, it can be established that Chilean students mostly do not use intonational patterns. This causes a lack of precision when trying to communicate or conveying a message. Therefore, it can be stated that non-native students do not follow the grammatical rules that this investigation set in the theoretical framework chapter.

Before any further discussion or assessment of the results, it is important to answer the research question related to the importance of using intonational patterns in English language. The non-native English language learners, who were also first-year English pedagogy students, although it may be possible that they use the intonational patterns are, they do not know in which type of sentences or situations is supposed to use them. This can be stated based on the results that demonstrated a significant difference,

not only to the results that native speakers obtained but also to the grammatical rules mentioned in the first chapter of this research.

In addition, the results of this study were also able to determine the hypothesis raised at the beginning of this study. These results showed a clear tendency to establish that the expected hypothesis (h0) was achieved. Therefore, non-native speakers do not properly use intonational patterns when formulating sentences with different grammatical functions.

1. It is important to highlight the fact that participants from GB did not have previous knowledge regarding the expected tones for each utterance due to the fact that they did not have a course in phonetics previous this study. This is important in order to provide a research in which a natural non-native speech can be analyzed and contrasted to a native one. As it was stated in the Theoretical Framework, the traditional Chilean educational system is mainly focused on the grammar area, but there is no preparation regarding phonetics. Therefore, students do not know the difference regarding intonational patterns and the importance of using it correctly for their proper understanding when speaking.

2. According to percentage analysis from the bar charts, it could be established that the non-native group uses grammatical patterns of intonation, although not in the utterances they should. Therefore, non-native speakers could be putting into use the limited phonetic knowledge they have into the English Language production, which mostly comes from their native language and little school input, resulting in inaccurate patterns for a given utterance. This lack of accuracy may suggest that, even though the whole utterance was well said, the wrong use of the grammatical function may render it difficult to understand the message.

3. Another important element to highlight in this research is the fact that native speakers tend to use the intonational patterns in the correct function, as it was expected in **Hypothesis 1 (Hi)**. In terms of the

exclamation utterance, this group reached 53,33% of the tone expected. Regarding the *statement* utterance, the tone suggested by Roach was a Falling one. In this case, native participants' achieved tone was divided into Fall tone and Rise-Fall tone with a 40% in both. There are only a few cases in which it was not achieved as expected as in the interrogation utterance in which the majority of participants use the utterances as yes-no questions. This could rely on the fact that there are significant differences in the intonational patterns among the USA.

4. After the analysis of the 3 grammatical functions in this project (*statement, exclamatory and interrogative functions*), conclusions can be drawn from the statistical analysis of chi-square. Firstly, data shows that there is a similar performance in the *statement* utterances, for both GA and GB, as the difference between Critical point value (9,49) and the statement value ($\chi^2 = 7,33$) is meager. On the contrary, in the case of exclamatory and interrogative utterances is in which a more notorious difference can be identified: in *exclamatory*, the value is $\chi^2 = 13,15$, while in *interrogative* was $\chi^2 = 88,25$. This may come from the GB's lack of exposure to phonetic input, as well as the insufficient English-producing opportunities for expressive and questioning utterances, thus not being able to produce the English language as accurately as GA.

CHAPTER VI: CONCLUSION

The following conclusion is redacted from the results gathered in the **specific objectives** formulated in this study, related to the intonational patterns of the grammatical functions (exclamatory, interrogative and statement). Additionally, it is included the information obtained from the hypothesis to be solved, which allowed us to establish the differences in the intonational patterns used by the non-native speakers regarding the English language theory.

Objective 1: Identify intonational patterns of the English language through the grammatical functions which are used by English native speakers.

The intonational patterns identified among the English language native speakers were: Falling tone in exclamatory utterances, a Rising tone in interrogative utterances, and a Rise-Fall tone in the statement

utterances. Therefore, this group of native speakers does not necessarily follow exactly what the literature states as a rule but they do use it in the majority of cases.

Objective 2: Identify intonational patterns of the English language through the grammatical functions which are used by Chilean students as a second language.

The intonational patterns identified among the non-native English language speakers were: Falling tone in exclamatory utterances as well in statement utterances, and Fall-Rise in interrogative utterances. Therefore, this group of non-native speakers does not follow what the literature states, as a rule, to convey messages appropriately.

Objective 3: Compare intonational patterns of English that are used by native speakers and Chilean students

A clear comparison between the intonational patterns of English used by native and non-native speakers was possible to be drawn from the collected data. Native speakers do use the intonational patterns established by the literature in their majority in comparison to non-native speakers. The importance of this finding relies on the fact that any message can be misunderstood if the intonation is not appropriate. Therefore, non-native learners of the English language should be taught the importance of intonation from their earlier lessons.

Hypothesis 1 (H₁): There is a meaningful difference of intonation patterns between native and non-native speakers of English when using the grammatical function of intonation.

In order to establish a notorious statistical difference in the use of grammatical functions from both groups, it was necessary to analyze the data obtained through the chi-square method, which is specifically

designed to do so. According to this analysis, the **Hypothesis 1** was proved to be correct most of the time, since the non-native Chilean speakers do not use grammatical functions in most of the utterances studied. This was due to the existence of important differences in their intonational patterns in comparison to the native speakers, as well as the theory proposed by Roach and Wells. It is noteworthy to mention that most of the differences in the use of grammatical functions were observed in interrogative and exclamatory utterances, given the results from the data obtained from the chi-square test.

CHAPTER VII: FINAL THOUGHTS

5.1. LIMITATIONS

Throughout this study, certain limitations were faced which are important to mention. Firstly, the amount of participants in each group (GA, GB) is not enough to generalize or to represent the whole population of a country. Only 5 participants from GB and 5 participants from GA were gathered in this study, which cannot represent a large amount of the population measured. In addition to this, the difference between intonational patterns existing in the USA also affects the results of this research. In the case of these participants from GA, all of them come from Utah, USA, having their own accents and intonational patterns themselves. Thirdly, the analysis of the data gathered from the participants' recordings was made by a visual, auditory and PRAAT software examination performed by the members of our research group. Therefore, a bigger, more complex and scientific study using frequencies such as Hz, based on this research, could be made in order to reach a wider and more specified analysis.

5.2. PEDAGOGICAL PROJECTIONS

Firstly, considering that a language is learned for communication and according to what has been proven in this study, it is important to teach the suprasegmental characteristics of the English language, in order to obtain more accuracy in the production of a message, as well as its conveyed message. Secondly, we

consider relevant, as future teachers, to demonstrate the influence of intonation in the English language, as a means of encouraging teachers to help students to recognize its importance, as well as encouraging future research that deepens into the pedagogical implications that intonation holds for the English language.

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APPENDIX

APPENDIX 1: INFORMED CONSENT, JEFE DE CARRERA

Concepción, 26 de marzo de 2019

Señor:

Juan Molina Farfán

Jefe de Carrera Pedagogía Enseñanza Media Inglés

Universidad Católica de la Santísima Concepción.

REF: Consentimiento informado de proyecto de investigación Tesis de pre-grado con estudiantes de 1er año de carrera Pedagogía Enseñanza Media Inglés.

De nuestra consideración:

Junto con saludarle, la presente carta tiene por objetivo solicitar su autorización para realizar una intervención a estudiantes de primer año de la carrera, la que consistirá en una entrevista de no más de 5 estudiantes para tomar una muestra que servirá para nuestro proyecto investigativo relacionado con nuestra de Tesis de pre-grado.

Nuestra investigación está enfocada en el área de Fonética del idioma Inglés y como esta característica influye en el aprendizaje de este idioma como segunda lengua. Por lo tanto nuestra entrevista busca obtener ciertas características de la entonación del lenguaje que responderán nuestras interrogantes investigativas. La toma de esta muestra en estudiantes de primer año obedece a sugerencias de nuestro profesor guía respecto a la entonación del inglés que utilizan estudiantes novatos y realizar una comparación con una muestra del mismo tipo con hablantes nativos del idioma.

El procedimiento de dicha entrevista será llevar a cabo una sesión grabada por medios digitales en la cual el estudiante deberá leer una frase en inglés en tres entonaciones diferentes, una oración de afirmación, una pregunta y una exclamación.

El uso de este material será de uso exclusivo de la investigación mencionada y no se mencionarán las identidades de los estudiantes ni se publicarán en ningún medio de difusión, reservando así la confidencialidad de la muestra.

Sin otro particular y esperando una buena recepción a nuestra solicitud le saluda atentamente

Juan Pablo Ugarte Ureta

Cesar Guíñez Acuña

Jose Garcia Gonzalez

APPENDIX 2: ENGLISH CONSENT, NATIVE SPEAKER PARTICIPANTS

USE OF GRAMMATICAL INTONATION FEATURES OF THE ENGLISH LANGUAGE BY BOTH NATIVE SPEAKERS AND NON-NATIVE SPEAKERS.

Juan Pablo Ugarte

José García

César Guíñez

PURPOSE OF THE STUDY

This research aims to identify the intonation patterns in the English language between native English speakers and first-year students of EFL Pedagogy and to establish the differences of intonation that could improve the teaching of English in Chile.

Through this document, we request your participation which will be valued for thesis-project within the EFL Pedagogy major developed by the investigators and students, Juan Pablo Ugarte, José García and César Guíñez, who are guided by Dr. Jorge Lillo Duran from Universidad Católica de la Santísima Concepción.

STUDY PROCEDURES

Your participation involves reading three phrases in English, in different intonations: question, exclamation, and affirmation. The interview will be done individually and it is estimated to have a maximum duration of 15 minutes. This interview will take place in a room that will be prepared for that purpose. Your voice will be recorded through digital sources and storage in a computer for further analysis.

RISKS

There are no risks in your participation. At any given time, you can deny responding and the interview can be.

BENEFITS

We hope that the data gathered through this study may serve as further knowledge about the phonetic patterns within the English language. If you may require, the results of this research could be sent to your email.

CONFIDENTIALITY

This recording will be confidential and anonymous, therefore, it will have exclusive use for this investigation and it will not be published on a public platform by any chance. Your participation will be identified with your name's initials. We also inform you that your participation will be authorized by the head of the program, Dr. Juan Molina Farfán.

VOLUNTARY PARTICIPATION

We would like to inform you that your participation is absolutely voluntary. If you decide to take part in this study, you will be asked to sign a consent form. You can withdraw at any given moment you decide to do it without giving a reason.

If you want to ask any question regarding your participation, you can ask any of the investigators previously mentioned.

CONSENT

I _____, according to what the document states, accept voluntarily to participate in the research project conducted by Juan Pablo Ugarte, Cesar Guíñez and Jose Garcia, guided by Professor Jorge Lillo from Universidad Catolica de la Santisima Concepcion.

I have been informed of the objectives, range and expected results from this study, and the characteristics of my participation. I acknowledge the fact that the information I provide will be completely anonymous and confidential, and will not be used but for the sole means of this research.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Participant's initials: _____

APPENDIX 3: SPANISH CONSENT, CHILEAN STUDENT PARTICIPANTS

USE OF GRAMMATICAL INTONATION FEATURES OF THE ENGLISH LANGUAGE BY BOTH NATIVE SPEAKERS AND NON-NATIVE SPEAKERS.

Juan Pablo Ugarte

José García

César Guíñez

PROPOSITO DEL ESTUDIO

Este proyecto de investigación tiene por objetivo identificar patrones de entonación del idioma Inglés entre hablantes nativos y estudiantes de primer año de la carrera de Pedagogía en Enseñanza Media de Inglés y establecer diferencias de entonación que pueden mejorar la enseñanza de Inglés como segunda lengua.

A través del presente documento solicitamos su participación la cual será de valiosa colaboración para nuestro proyecto de investigación para Tesis de pregrado de la carrera de Pedagogía en Enseñanza Media de Inglés, desarrollado por los estudiantes Juan Pablo Ugarte, José García y César Guíñez, quienes están dirigidos por el Docente Dr. Jorge Lillo Durán en la Universidad Católica de la Santísima Concepción.

PROCEDIMIENTOS DEL ESTUDIO

Su participación se llevará a cabo mediante la lectura de tres frases en Inglés en tres diferentes tonos de entonación: pregunta, exclamación y afirmación. La entrevista será individual y tendrá una duración máxima de 15 minutos y se llevará a cabo en una sala que habilitaremos para tal efecto. Su voz será grabada por medios digitales y almacenada en un computador para su posterior análisis

RIESGOS

No hay riesgos en su participación. En cualquier momento que se quiera negar a responder la entrevista puede ser cancelada.

BENEFICIOS

Esperamos que la información obtenida a través de este estudio pueda servir como mayor conocimiento sobre los patrones de fonética en lengua inglesa. Si usted lo requiere, podrán ser enviados los resultados a sus correos correspondientes.

CONFIDENCIALIDAD

La grabación obtenida es confidencial y anónima, por lo tanto será de uso exclusivo para esta investigación y no será publicada bajo ninguna circunstancia en algún medio de difusión. Su participación será identificada solo con sus iniciales. También le informamos que su participación está autorizada por el Jefe de Carrera Dr. Juan Molina Farfán.

PARTICIPACIÓN VOLUNTARIA

Queremos informar que esta participación es absolutamente voluntaria. Si usted decide participar en este estudio deberá firmar un formulario de consentimiento. Puede retirarse del estudio en cualquier momento que decida hacerlo sin necesidad de entregar una razón.

Si ud. desea formular alguna pregunta en relación a su participación puede dirigirla a cualquiera de los investigadores antes mencionados.

CONSENTIMIENTO

Yo _____, de acuerdo al presente documento el cual he leído acepto participar en el proyecto de investigación desarrollado por los estudiantes Juan Pablo Ugarte, José García y César Guíñez, conducidos por el profesor Dr. Jorge Lillo Durán de la Universidad Católica de la Santísima Concepción.

He sido informado del estudio que se llevará a cabo y las características de mi participación la cual será de carácter anónimo y absolutamente confidencial solamente utilizada para este proyecto.

Acepto en forma libre y voluntaria conociendo todos los alcances de mi participación

Firma del participante _____ Fecha _____

Firma del investigador _____ Fecha _____

Iniciales del participante: _____

APPENDIX 4: INSTRUMENT

INSTRUMENT

AIM OF STUDY

This study seeks to compare the grammatical function of the intonation of the English language to distinguish affirmative, interrogative and exclamatory statements, uttered by native and nonnative speakers.

INSTRUCTIONS

1. Before starting, you will be given time to ask any questions you may have.
2. The recording will have a total maximum duration of 15 minutes per participant; 5 minutes will be dedicated to recording each sentence.
3. You will receive a document that contains 3 English sentences. You will need to utter each sentence with 3 different intonation patterns, as follows:
 - a) **Firstly**, you will read the Sentence 1 as an exclamation.
 - b) **Secondly**, you will read the same sentence as an interrogation.
 - c) **Thirdly**, you will read the sentence as a statement.
 - d) Repeat the process with sentences 2 and 3.

The sentences are:

1. What a beautiful day.

2. He has passed his exam.

3. What are you doing.

4. When ready, you will be recorded and asked to utter the first sentence as requested in Step 3.

5. The recording will be saved as follows: INITIALS_SENTENCE(n°)_TYPE

E.g.

JU_SENTENCE1_EXCLAMATORY

INSTRUMENT

NAME: _____

DATE: _____

These are the sentences to record:



SENTENCE1: What a beautiful day.



RECORD:


.....



SENTENCE 2: He has passed his exam.



RECORD:

.....
 **SENTENCE3:** What are you doing.

 **RECORD:**
.....

APPENDIX 5: RUBRIC EXPERT VALIDATION

DOCUMENTO DE VALIDACIÓN

Estimado profesor validador, somos un grupo de estudiantes pertenecientes a la carrera de Pedagogía Media en Inglés que se encuentran en proceso de desarrollar el proyecto de investigación. Nuestro trabajo tiene como título “Use of grammatical intonation features of the English language by both native speakers and non-native speakers”, cuyos objetivos son:

1. Identificar los patrones de entonación del idioma inglés a través de funciones gramaticales utilizados por hablantes nativos del idioma inglés.
2. Identificar los patrones de entonación del idioma inglés a través de funciones gramaticales utilizados por estudiantes chilenos de inglés como segunda lengua.
3. Comparar los patrones de entonación del idioma inglés utilizados por hablantes nativos y estudiantes chilenos.

Este documento representa el instrumento que utilizaremos para llevar a cabo nuestro trabajo de investigación. El instrumento se aplicará presencialmente y será grabado de manera anónima. Este mismo está compuesto por 3 frases que deberán ser producidas con diferentes entonaciones (afirmativa, interrogativa y exclamativa). Para llevar a cabo la validación, se le entregará un documento anexado al instrumento en el cual se encuentra una rúbrica con la que usted podrá aprobar o desaprobar la validez de este, dejando un espacio libre para sus observaciones.

Finalmente, queremos destacar que confiamos en su experiencia, conocimiento y criterio para evaluar nuestro instrumento, por lo tanto, agradecemos enormemente su participación.

Atentamente,

Juan Pablo Ugarte

José García

César Guíñez.

INSTRUMENT EVALUATION RUBRIC

	Excellent	Passing	Poor
Aim of the Study	The aim of the study is fully related to the instrument presented, and to the results expected to obtain.	The aim of the study is mostly related to the instrument, and the result may not be aligned with the aim.	The aim of the study is not related to the instrument at all, with results impossible to analyze.
Organization	The instrument is well-organized and well-constructed, with the coherent placement of each item.	The instrument is somewhat well-organized with little room for observations.	The instrument lacks organization for its clear understanding.
Instructions	Instructions are clear and perfectly understandable and they are easy to follow.	Instructions are understandable yet difficult to follow.	Instructions hinder understanding of what to do.
Sentences	Sentences are appropriate for the aim of the study and the desired results.	Sentences follow the aim of the study yet make it difficult to obtain the desired results.	Sentences neither follow the aim nor provide the expected results.

Comments:.....
.....
.....
.....
.....
.....

.....

.....

INSTRUMENT VALIDATION

INSTRUMENT EVALUATION RUBRIC

	Excellent	Passing	Poor
Aim of the Study	The aim of the study is fully related to the instrument presented, and to the results expected to obtain. ✓	The aim of the study is mostly related to the instrument, and the result may not be aligned with the aim.	The aim of the study is not related to the instrument at all, with results impossible to analyze.
Organization	The instrument is well-organized and well-constructed, with the coherent placement of each item. ✓	The instrument is somewhat well-organized with little room for observations.	The instrument lacks organization for its clear understanding.
Instructions	Instructions are clear and perfectly understandable and they are easy to follow. ✓	Instructions are understandable yet difficult to follow.	Instructions hinder understanding of what to do.
Sentences	Sentences are appropriate for the aim of the study and the desired results.	Sentences follow the aim of the study yet make it difficult to obtain the desired results. ✓	Sentences neither follow the aim nor provide the expected results.

Comments:.....

qué tan efectivas son las oraciones para lograr realmente la identificación de los patrones de entonación.

Camila Polanco Ospital

Camila Polanco Ospital

INSTRUMENT EVALUATION RUBRIC

	Excellent	Passing	Poor
Aim of the Study	The aim of the study is fully related to the instrument presented, and to the expected ^{expected} results expected to obtain. ✓	The aim of the study is mostly related to the instrument, and the result may not be aligned with the aim. ✓	The aim of the study is not related to the instrument at all, with results impossible to analyze.
Organization	The instrument is well-organized and well-constructed, with the coherent placement of each item. ✓	The instrument is somewhat well-organized with little room for observations.	The instrument lacks organization for its clear understanding.
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Sentences	Sentences are appropriate for the aim of the study and the desired results.	Sentences follow the aim of the study yet make it difficult to obtain the desired results. ✓	Sentences neither follow the aim nor provide the expected results.

Comments:

One of the sentences is very difficult to produce in the interrogative form. Unless you add a question tag.

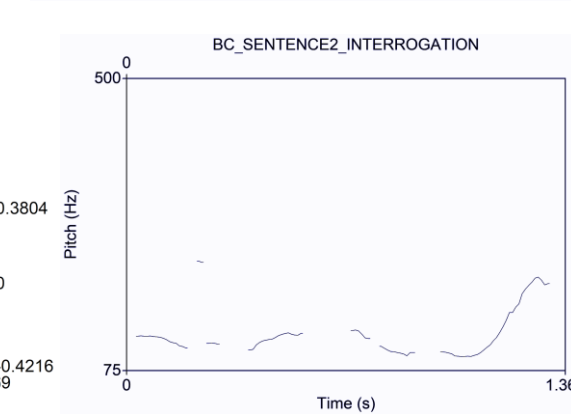
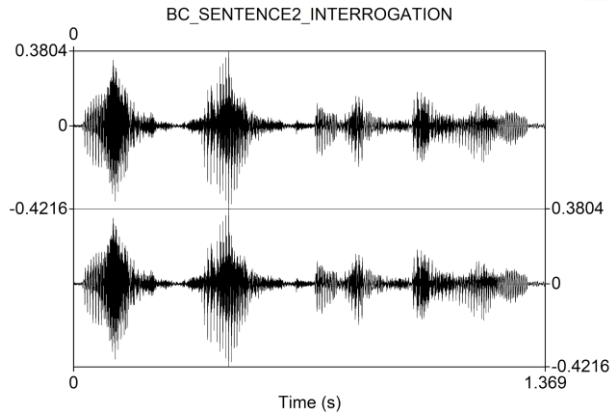
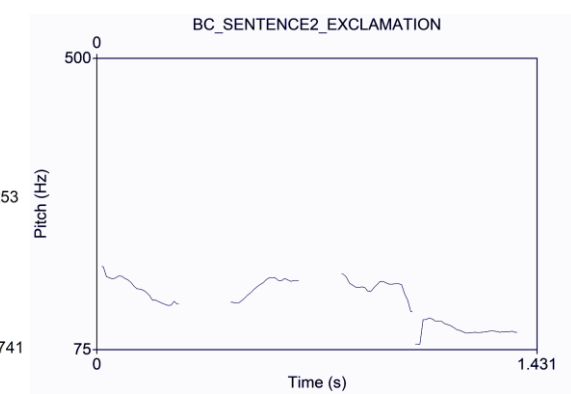
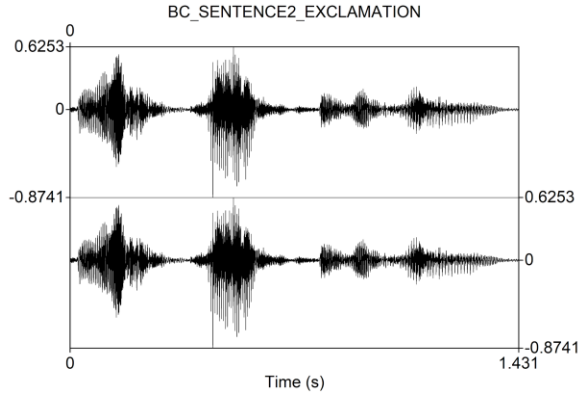
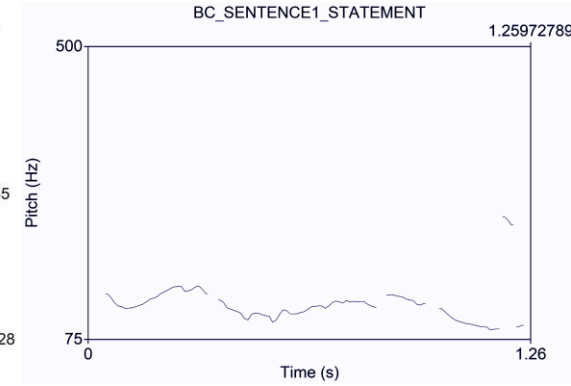
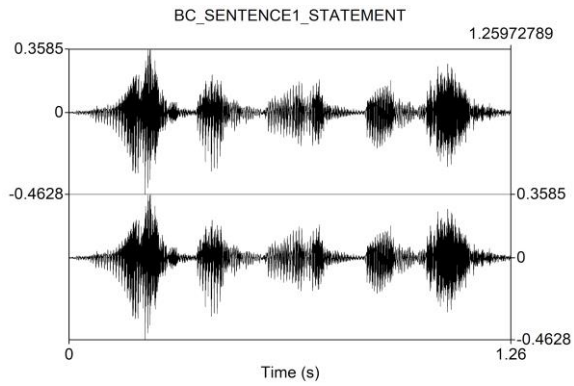
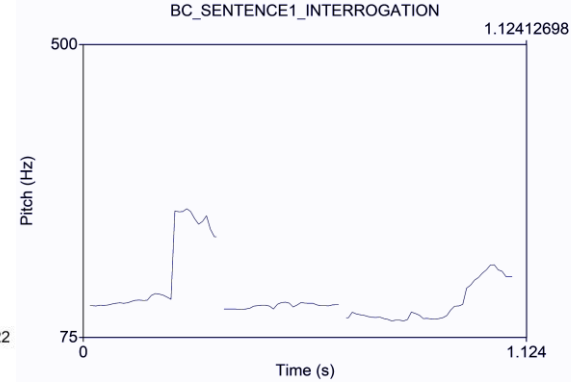
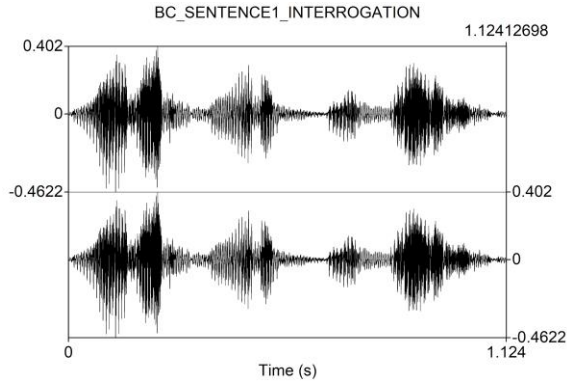
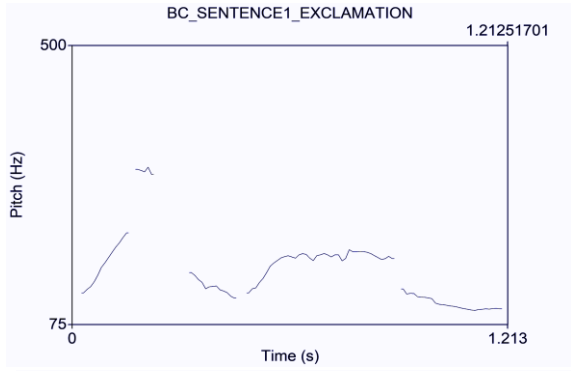
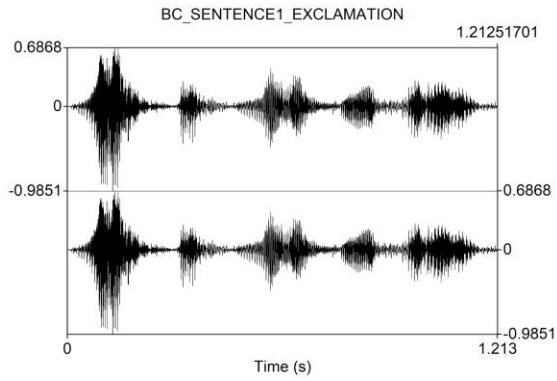
I don't know what you mean by analyze.
Are you comparing Native / non-native speakers?
How? what for?

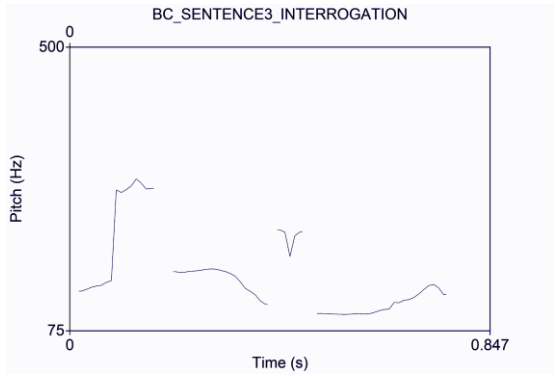
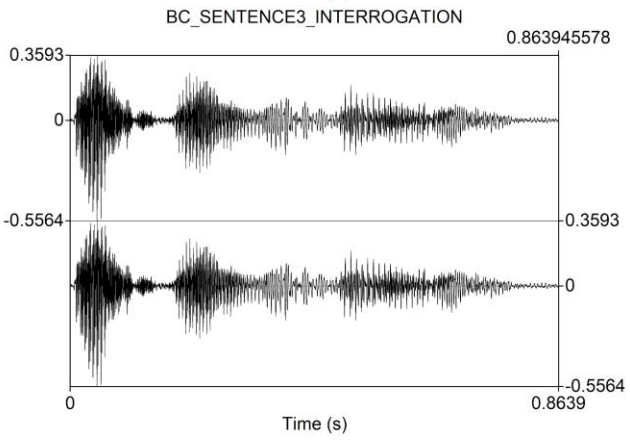
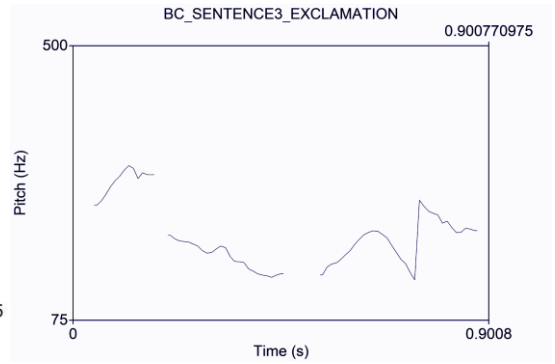
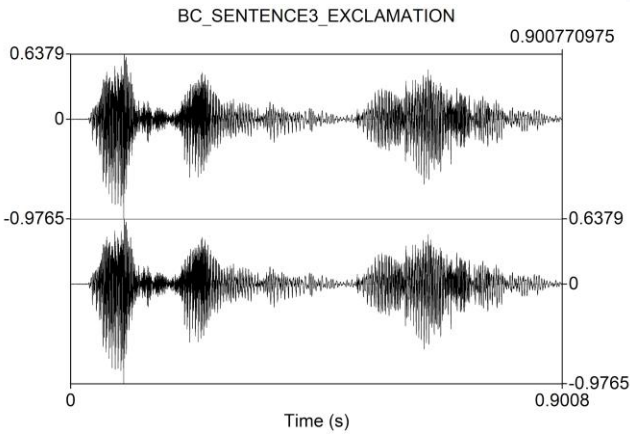
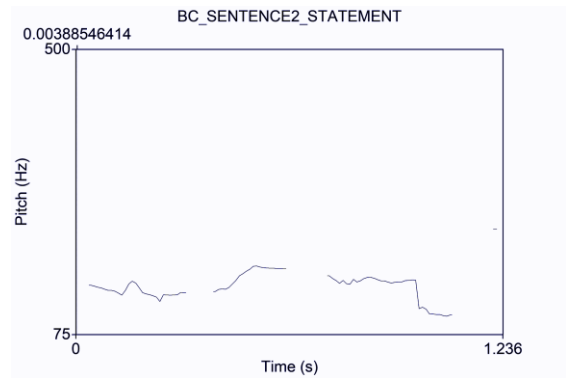
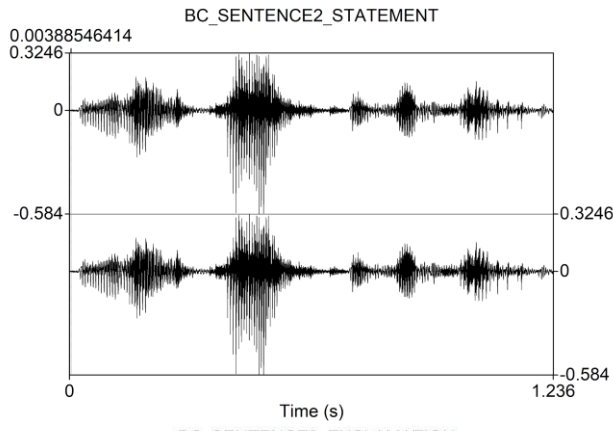
INSTRUMENT EVALUATION RUBRIC

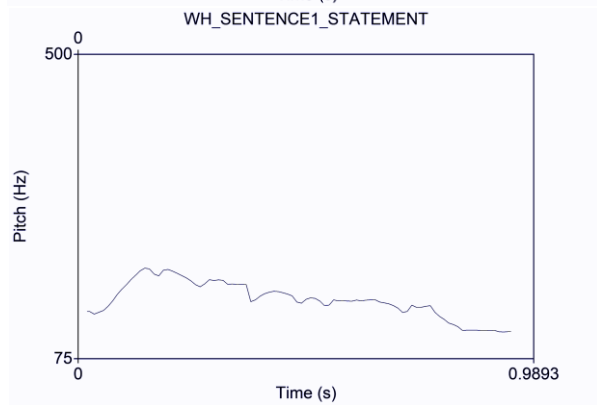
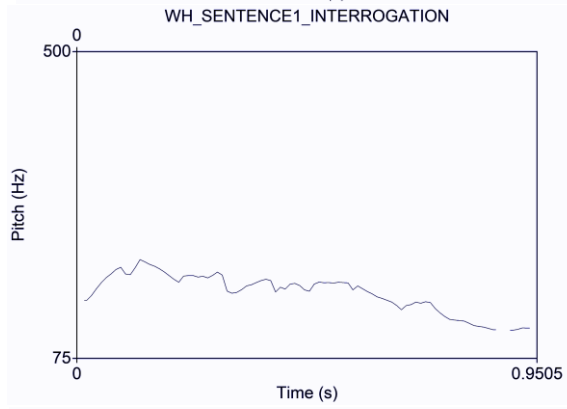
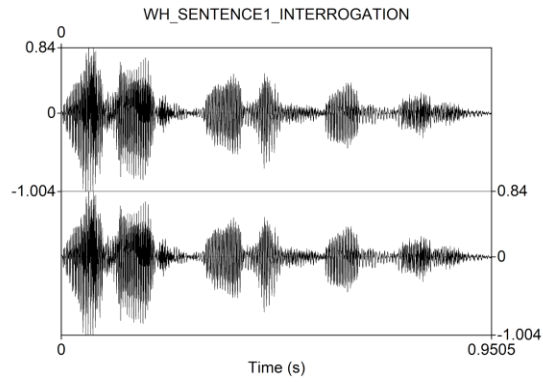
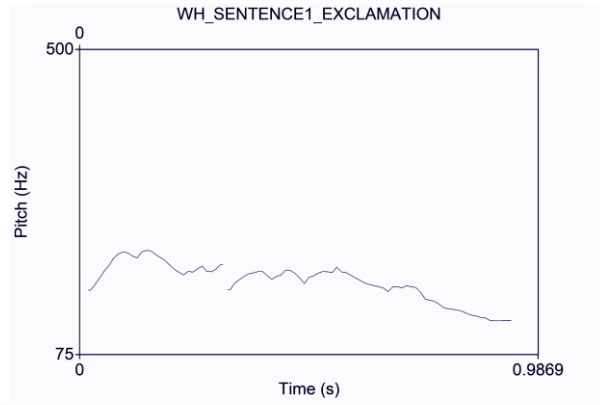
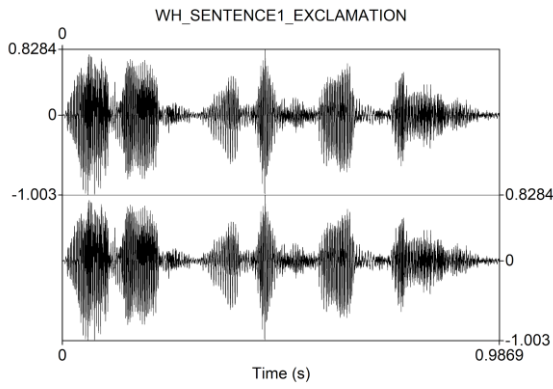
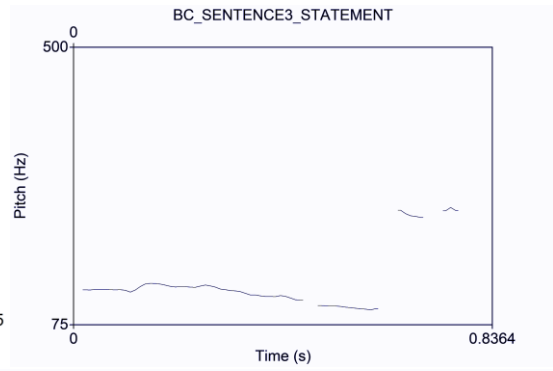
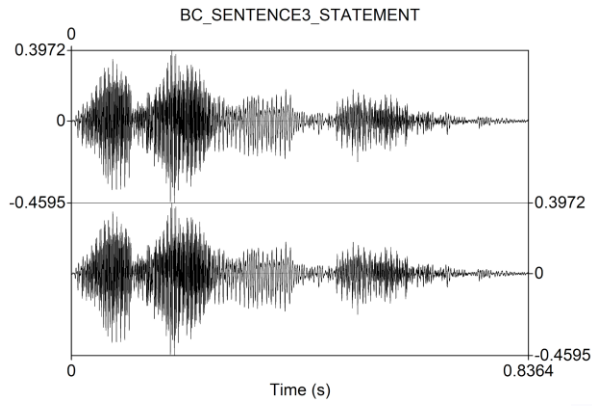
	Excellent	Passing	Poor
Aim of the Study	The aim of the study is fully related to the instrument presented, and to the results expected to obtain.	The aim of the study is mostly related to the instrument, and the result may not be aligned with the aim.	The aim of the study is not related to the instrument at all, with results impossible to analyze.
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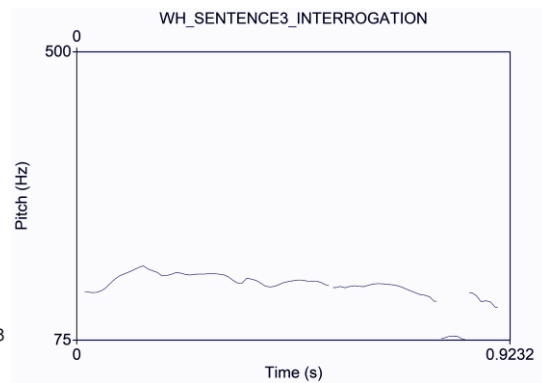
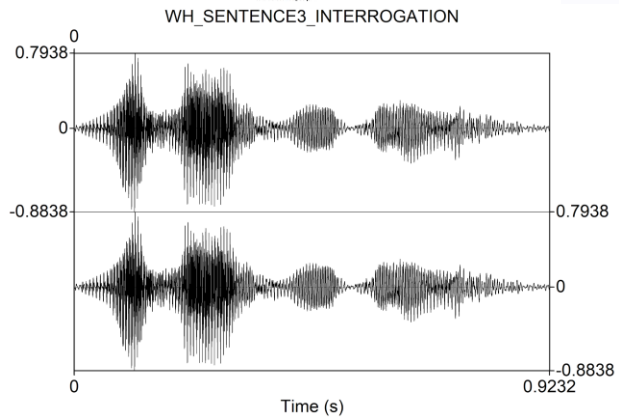
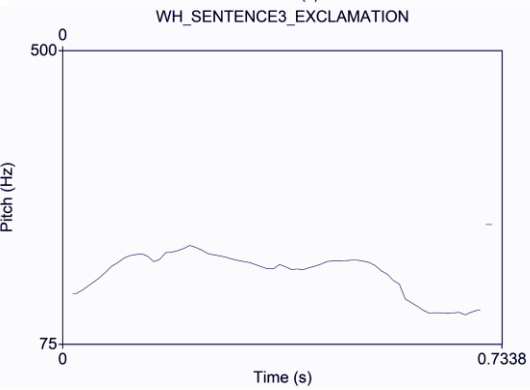
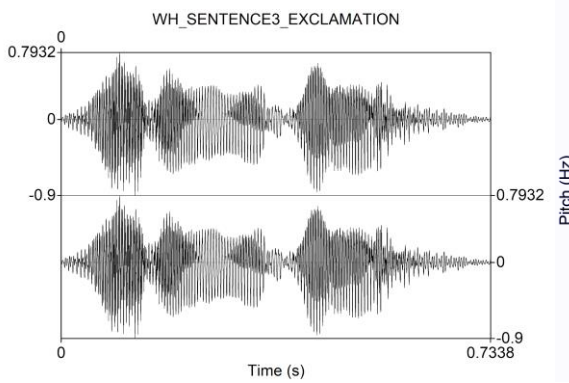
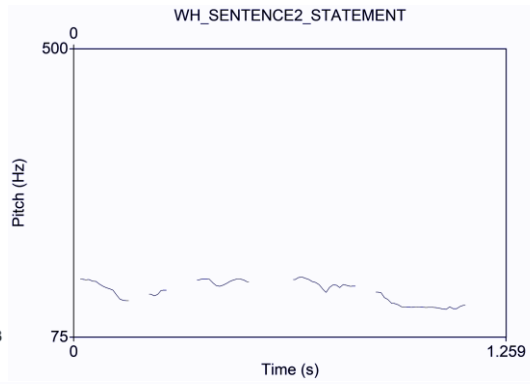
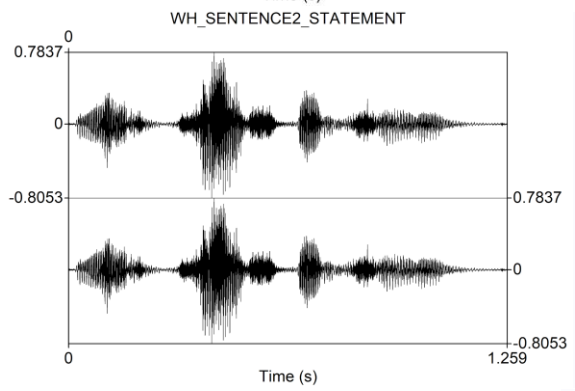
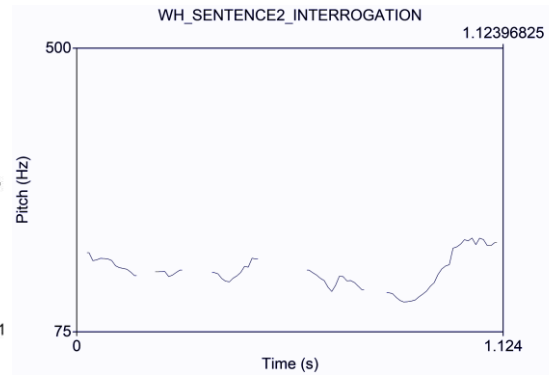
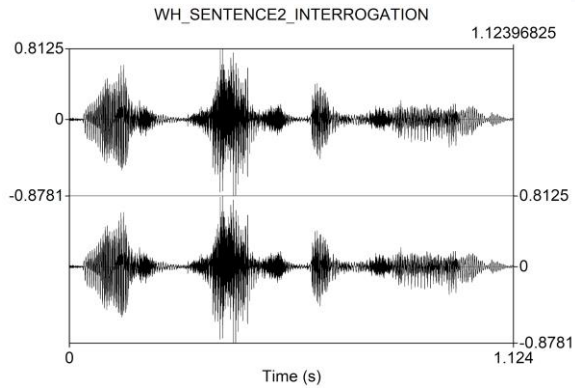
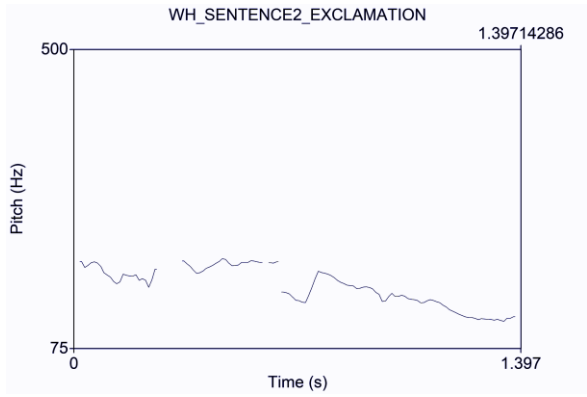
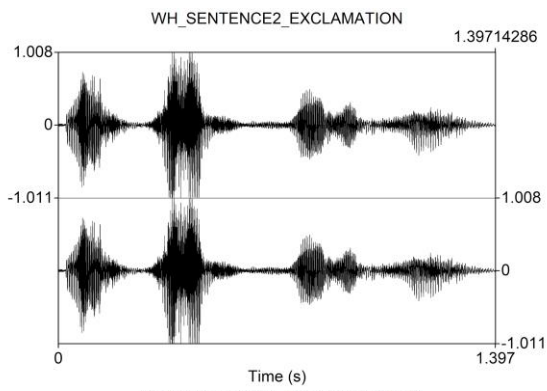
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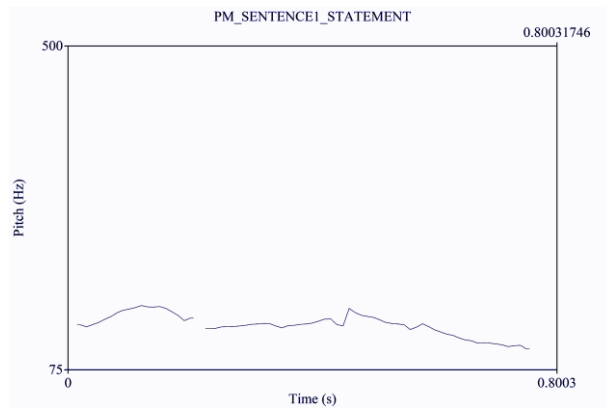
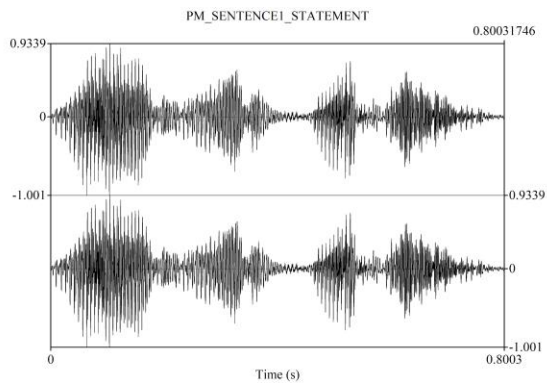
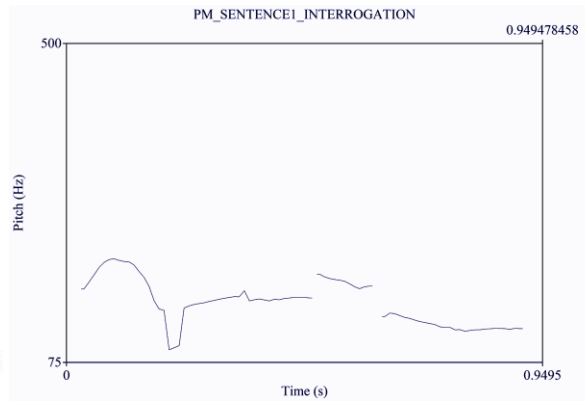
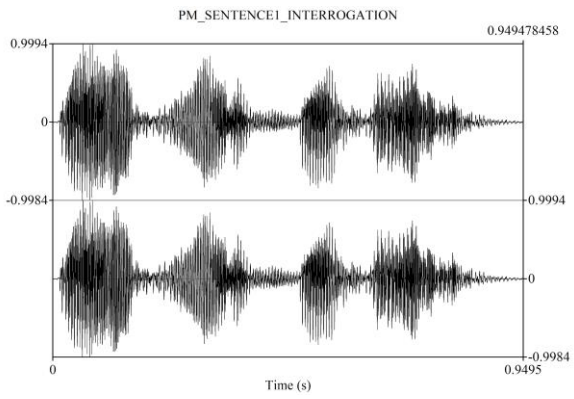
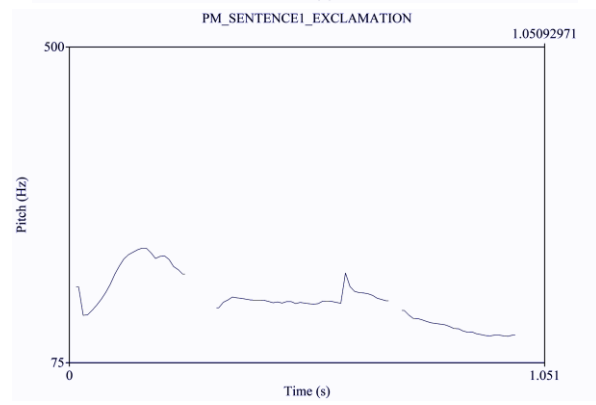
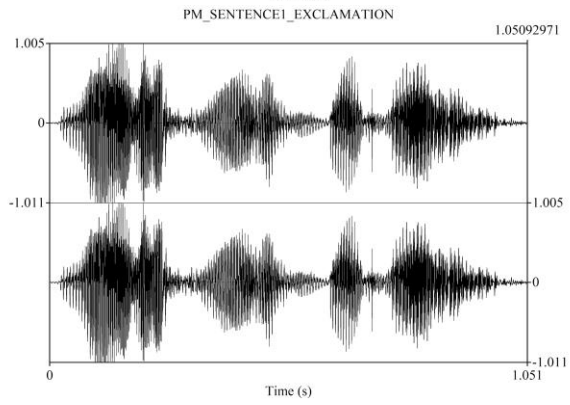
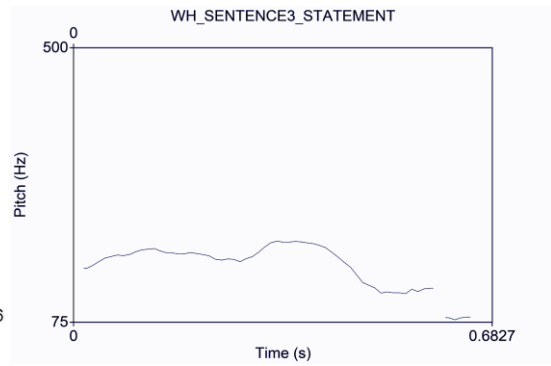
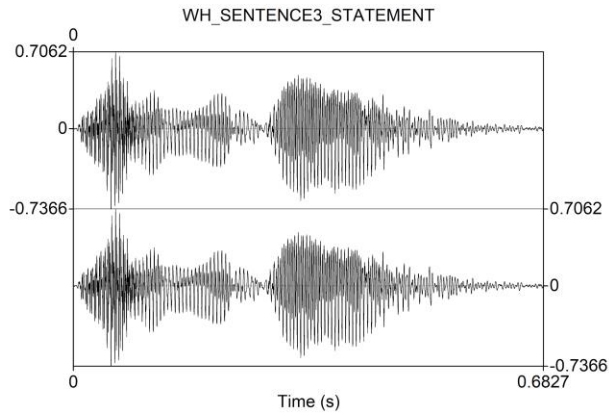
H. Vega
 28/08/2019.

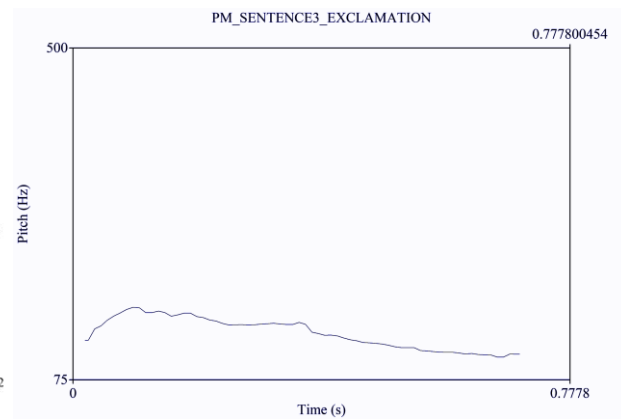
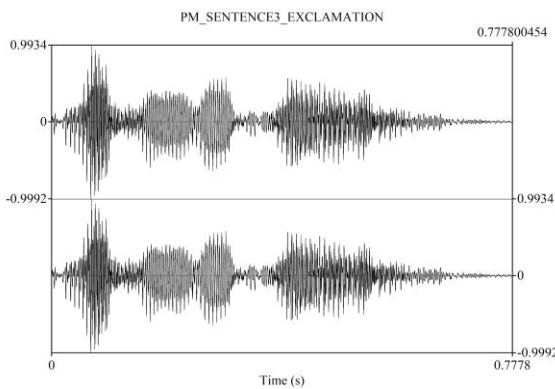
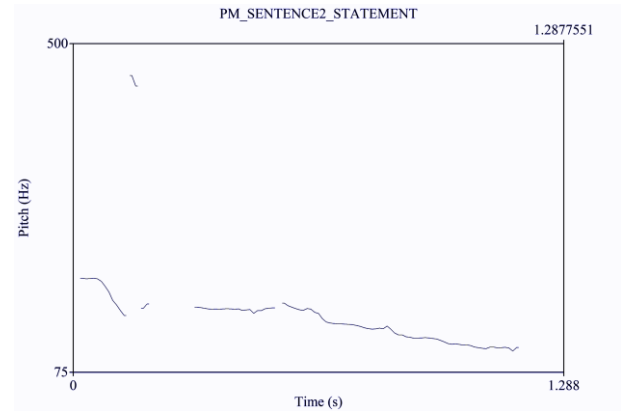
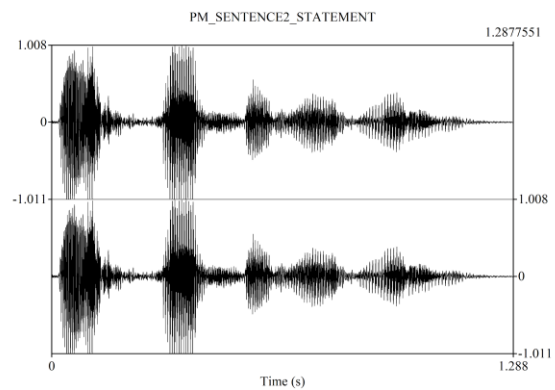
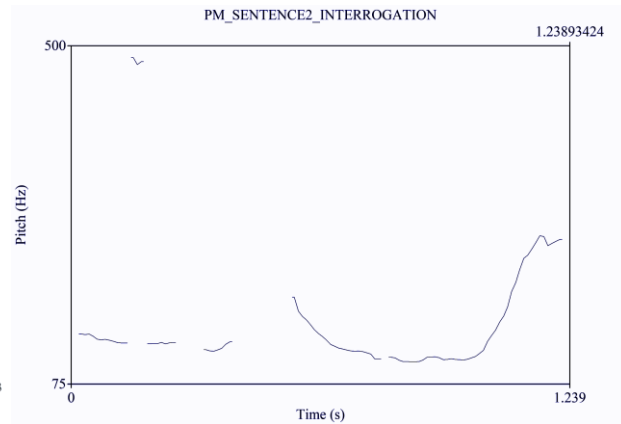
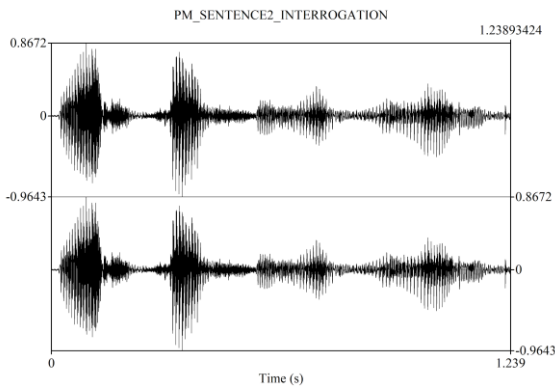
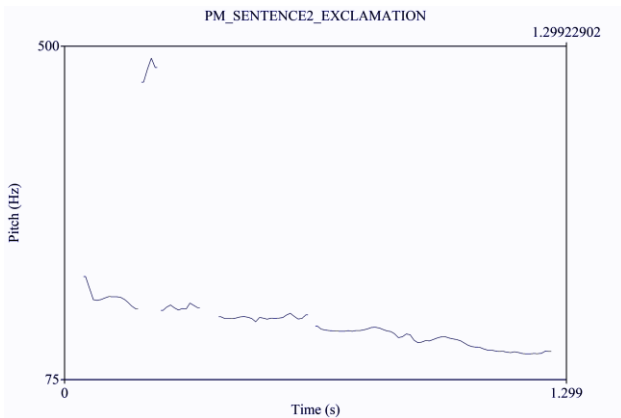
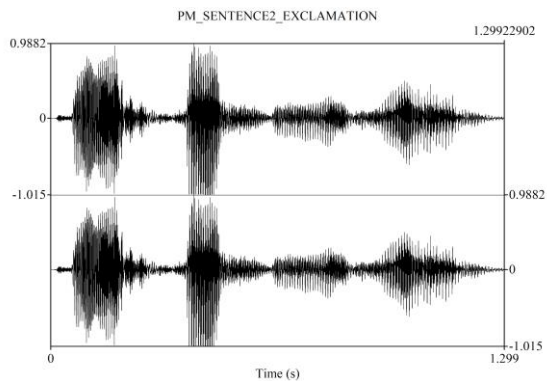


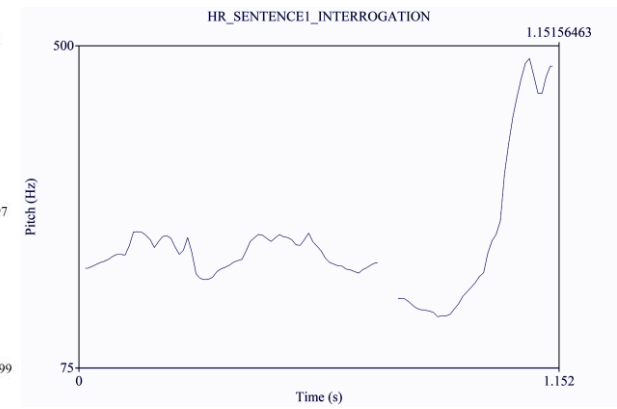
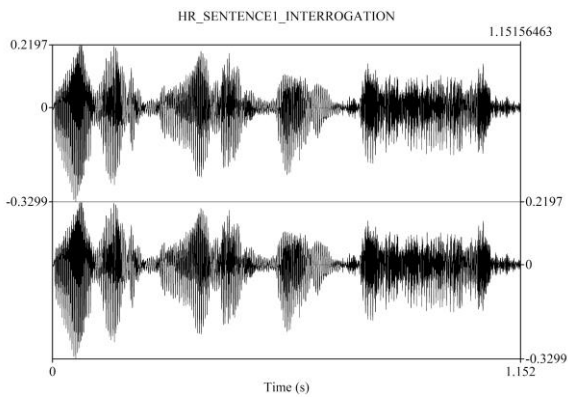
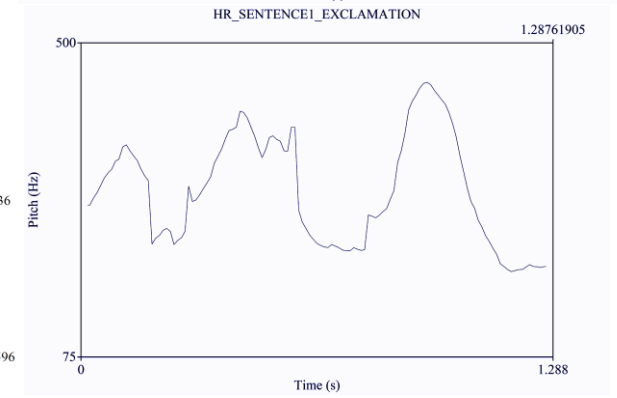
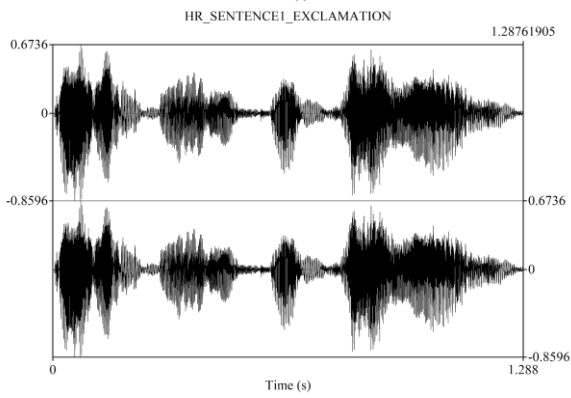
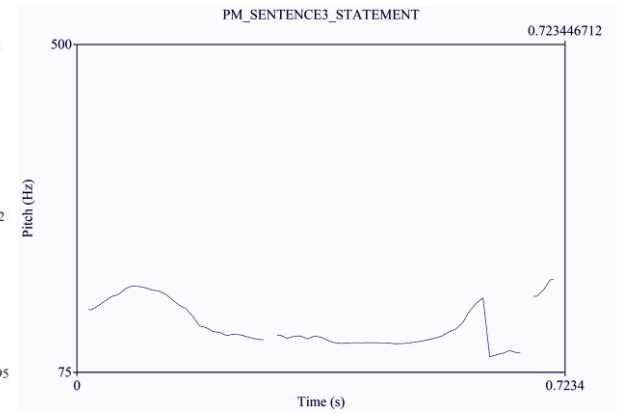
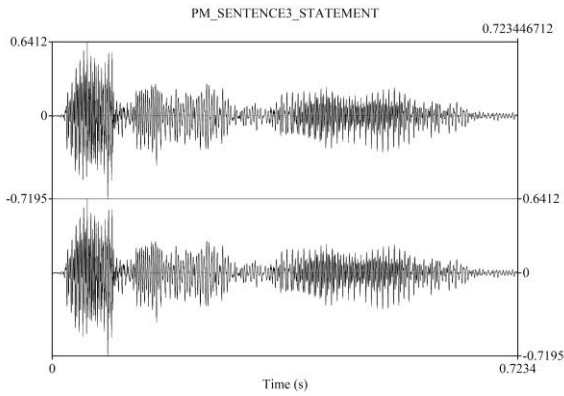
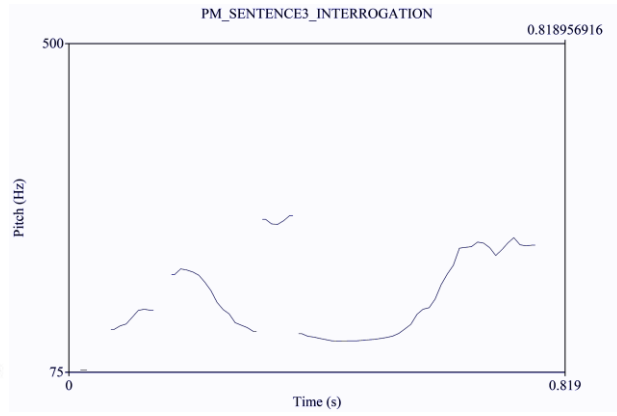
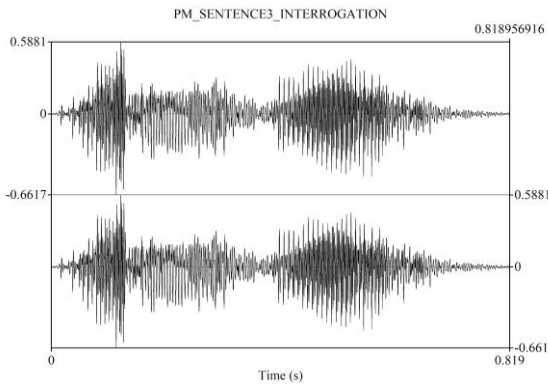


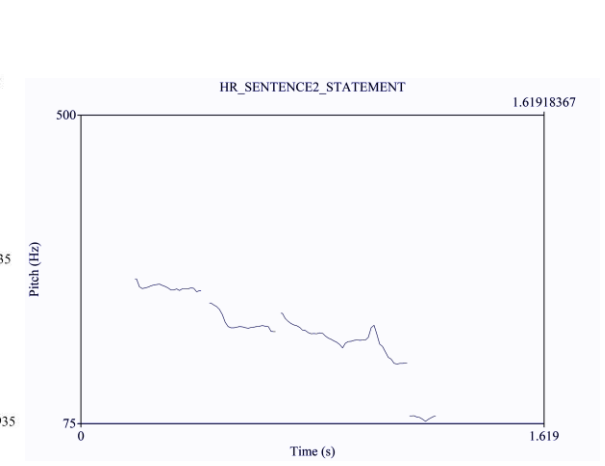
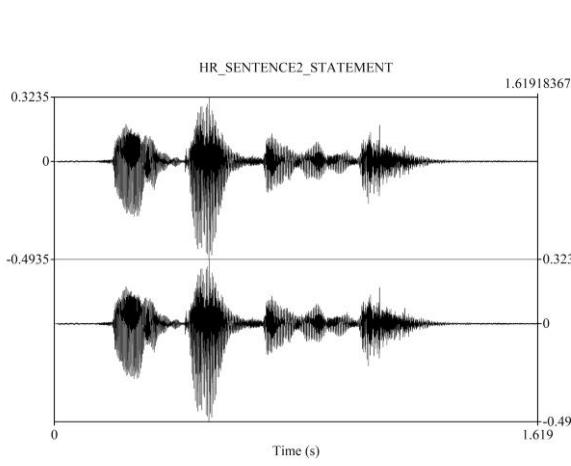
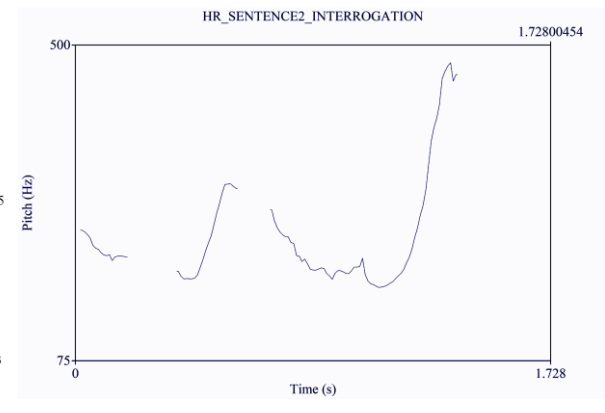
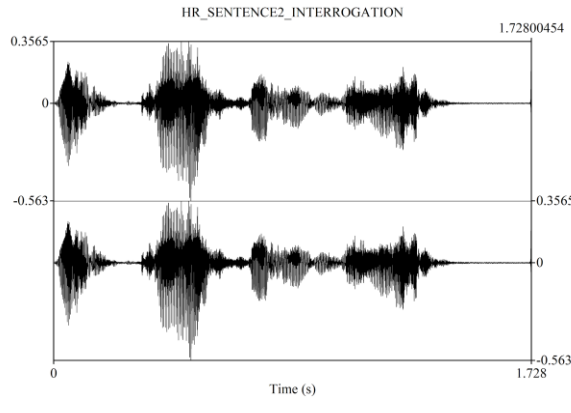
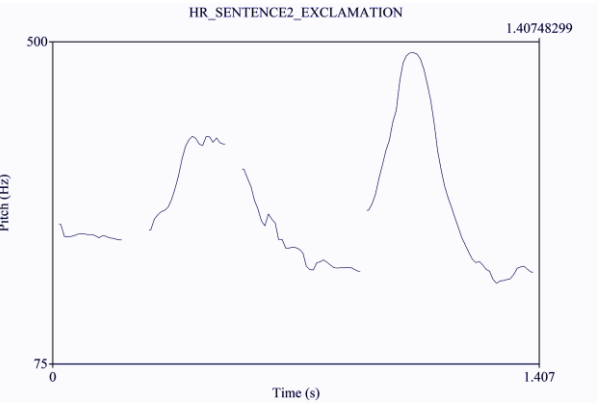
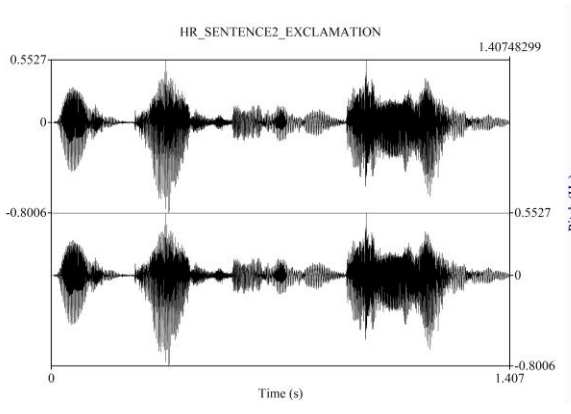
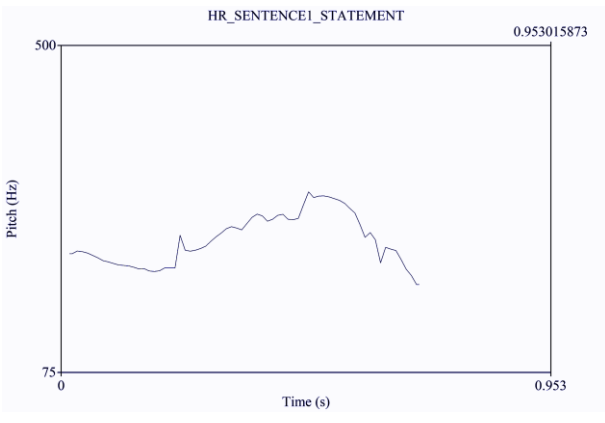
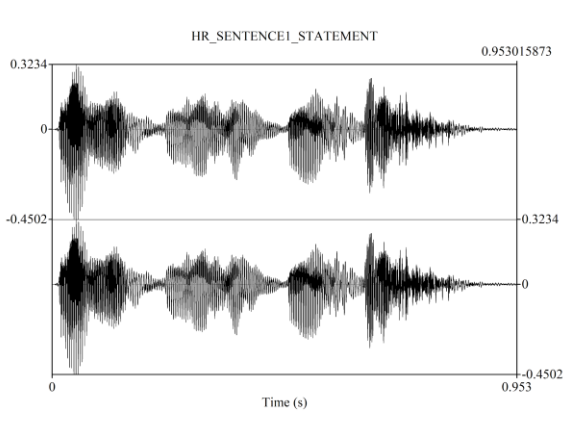


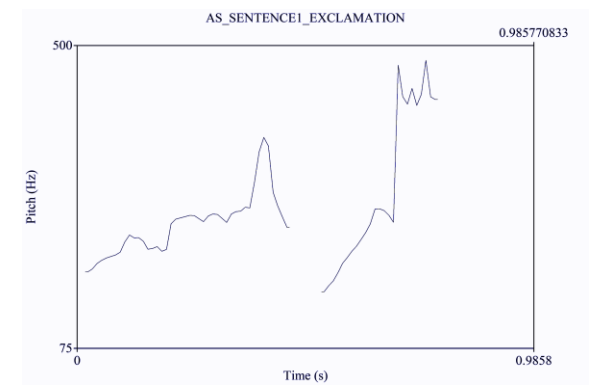
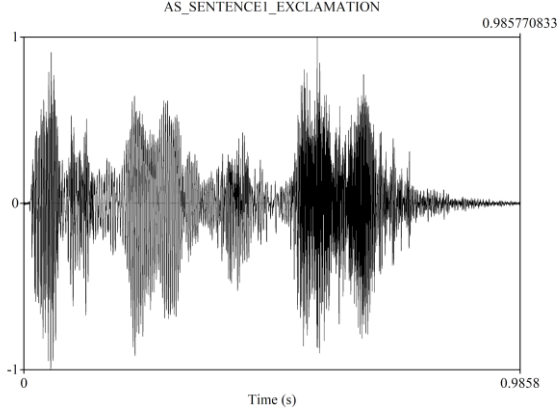
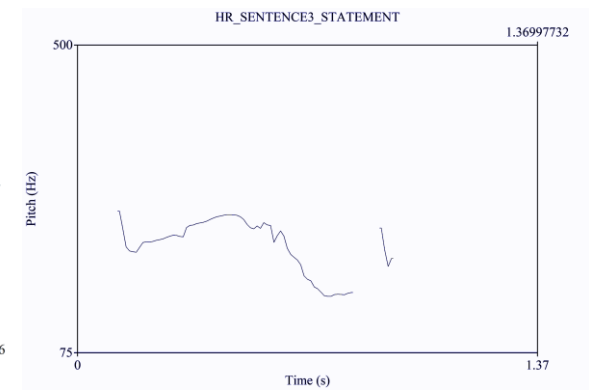
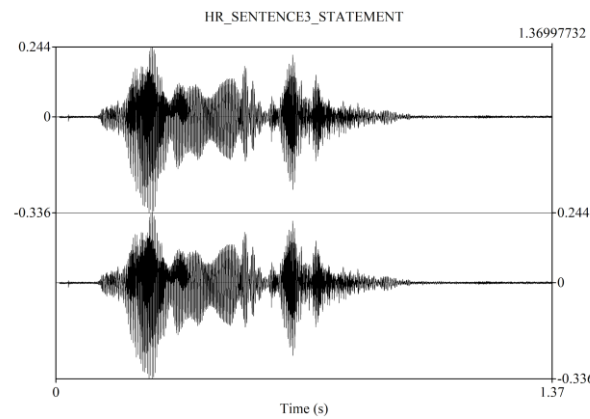
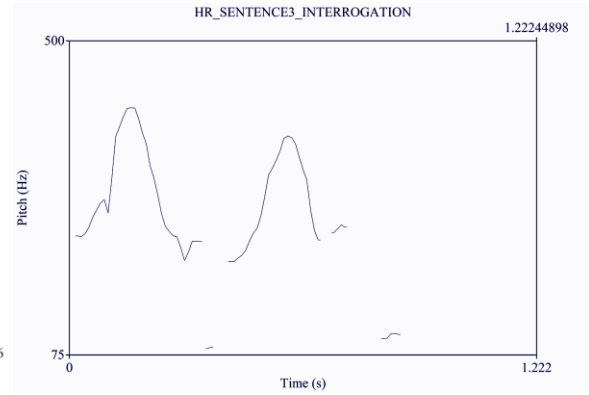
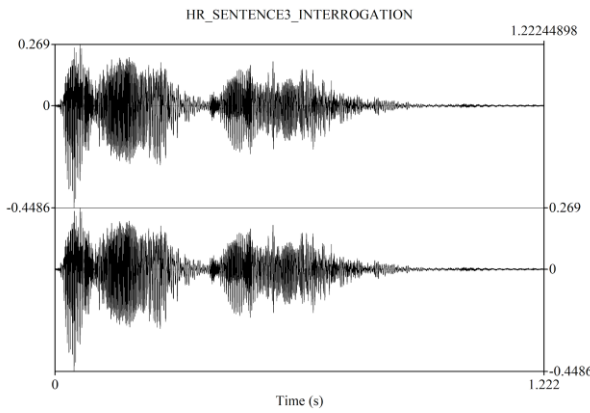
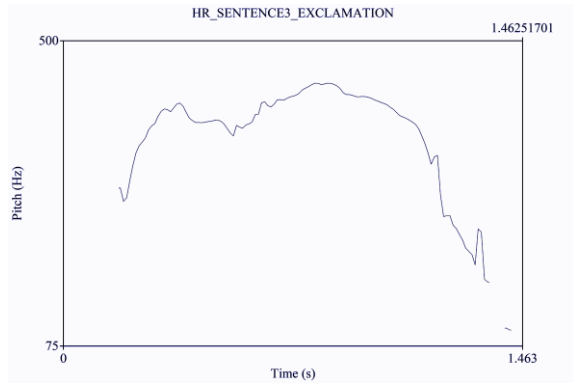
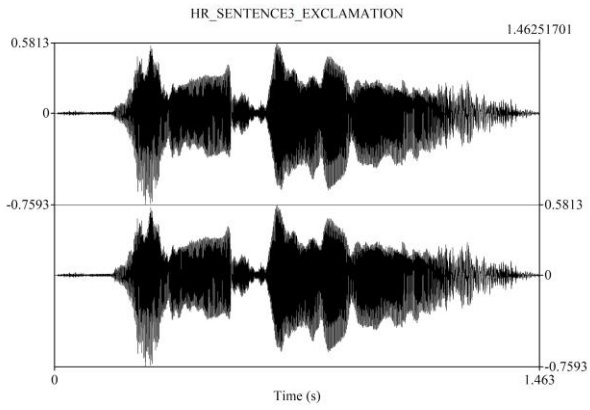


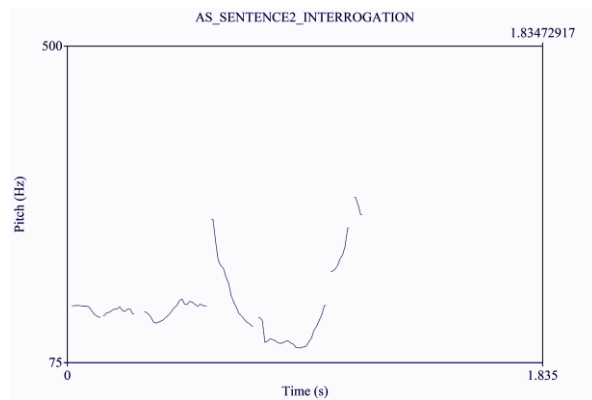
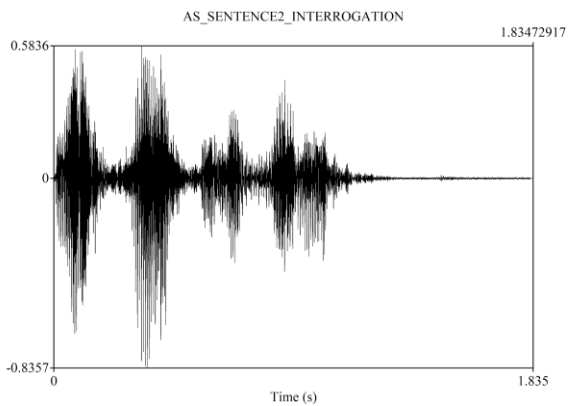
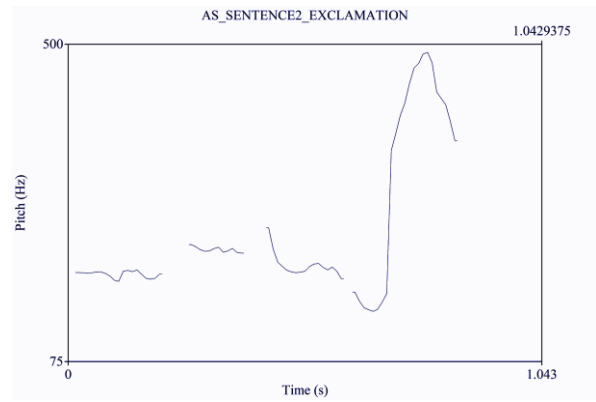
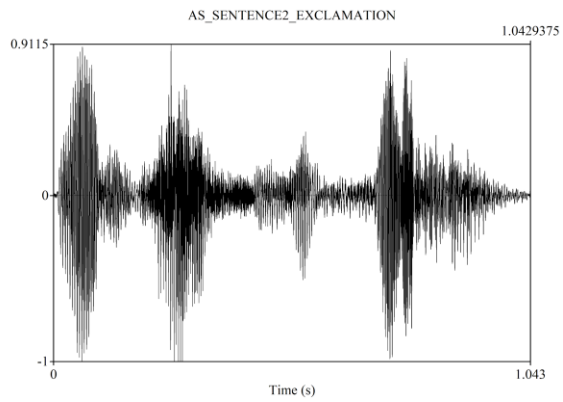
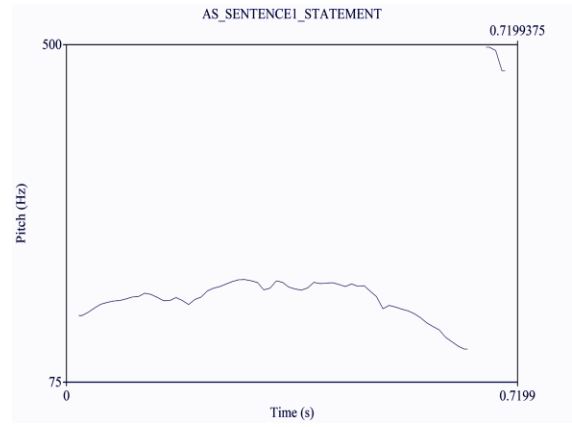
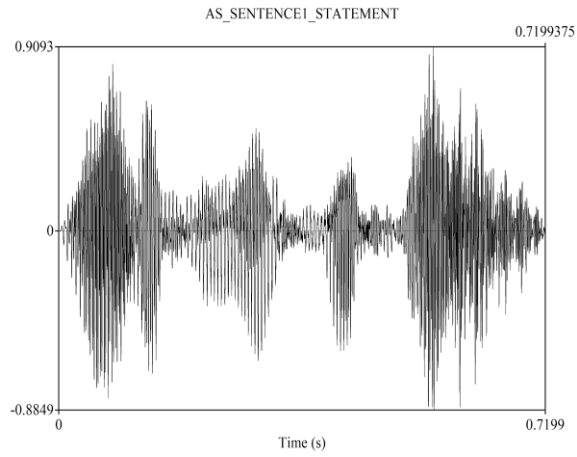
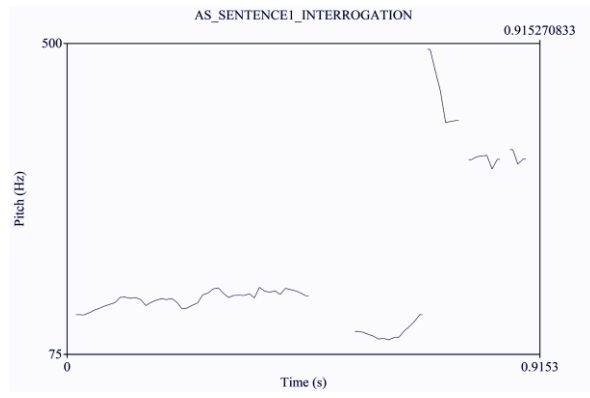
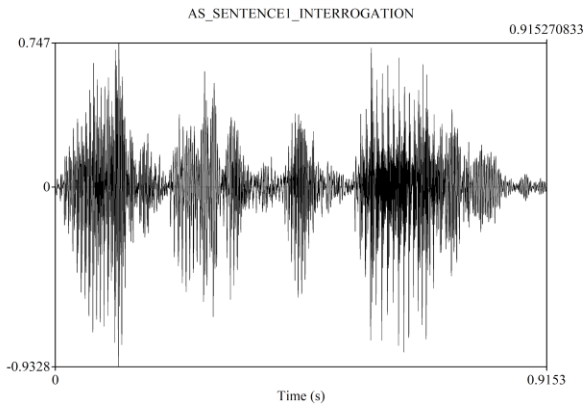


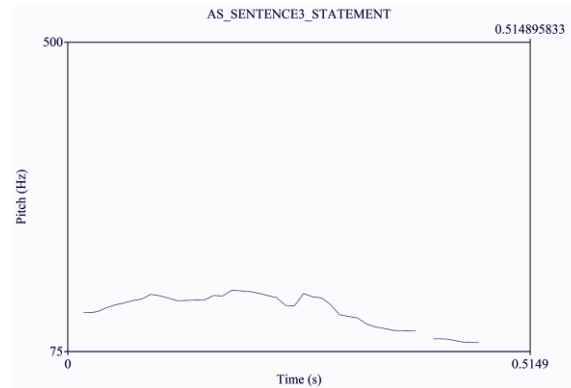
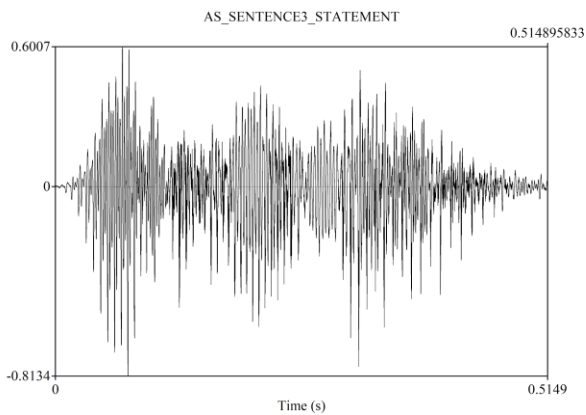
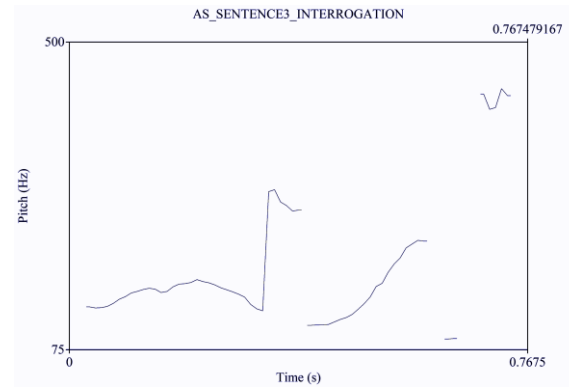
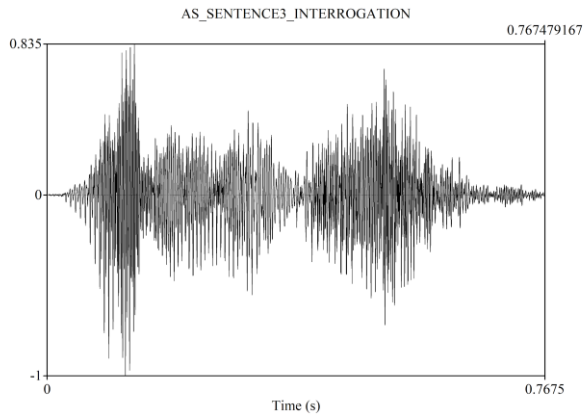
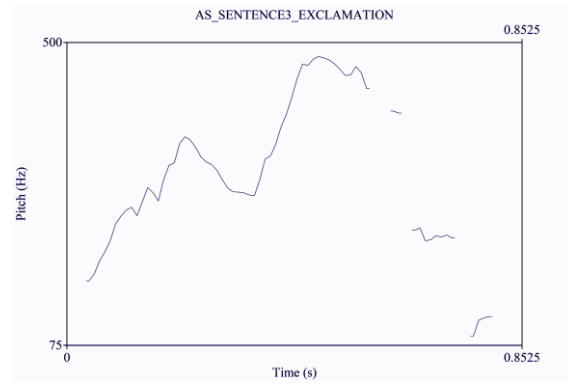
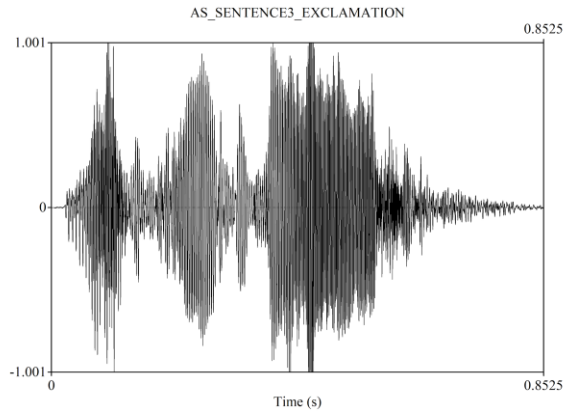
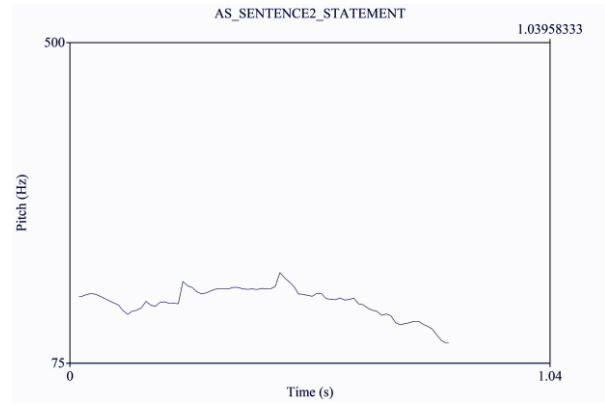
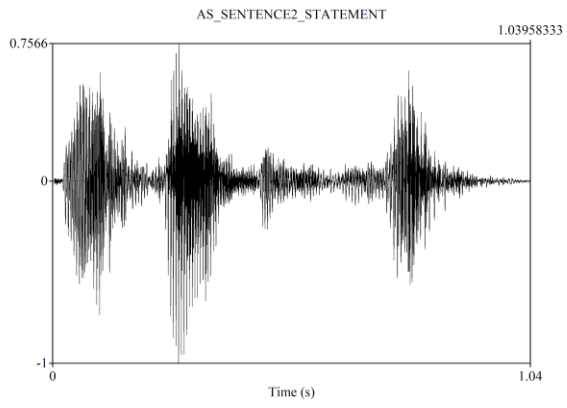




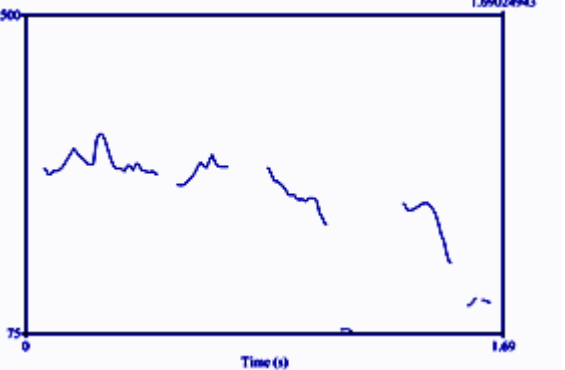
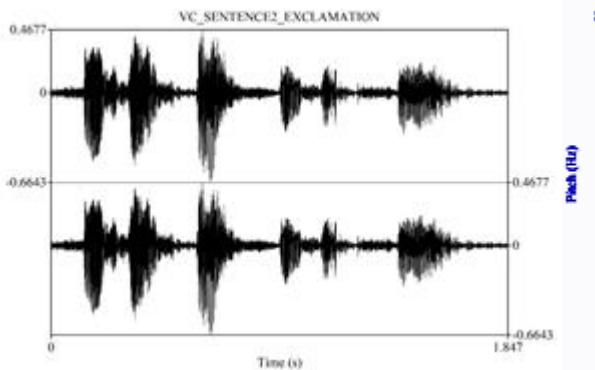
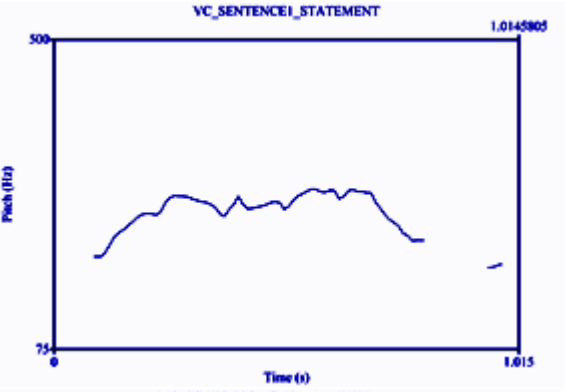
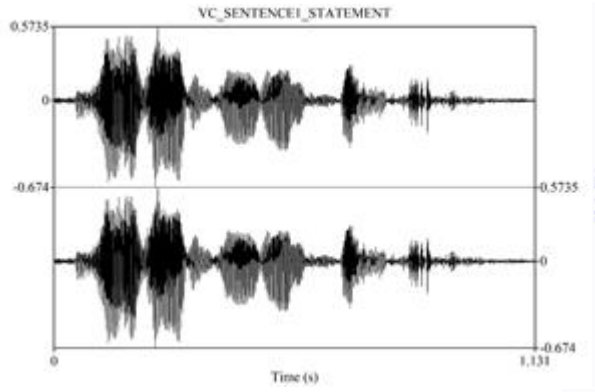
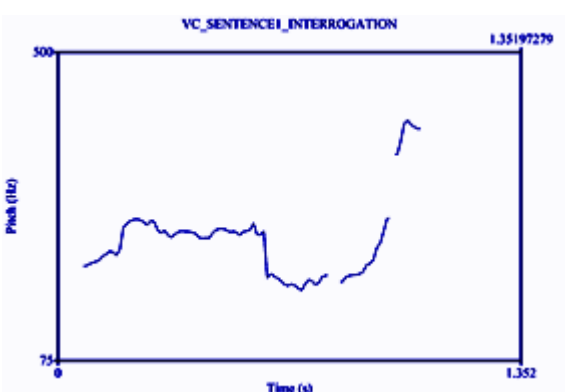
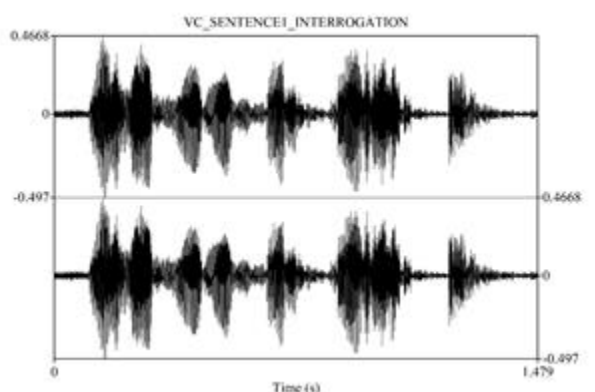
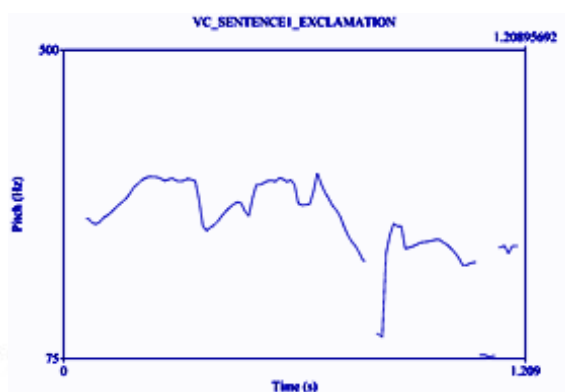
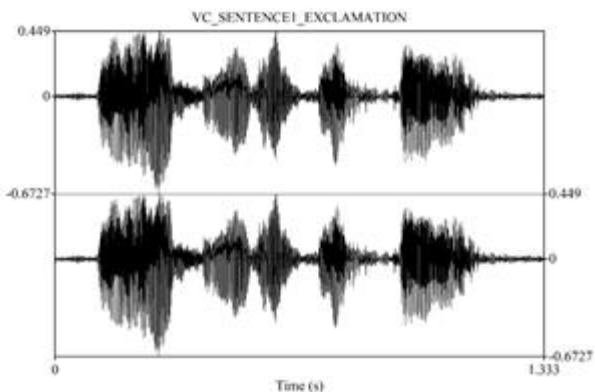


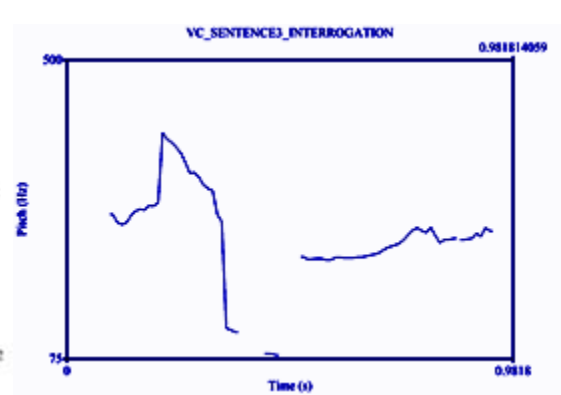
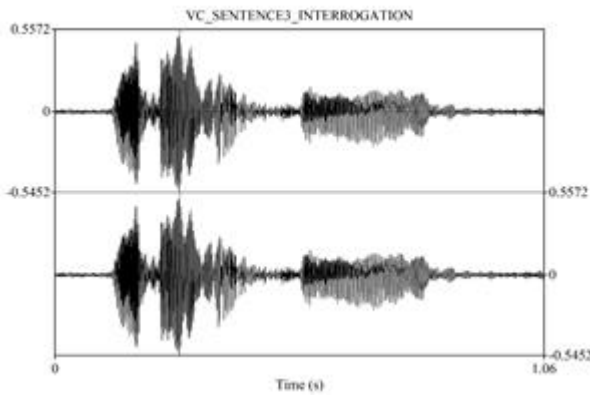
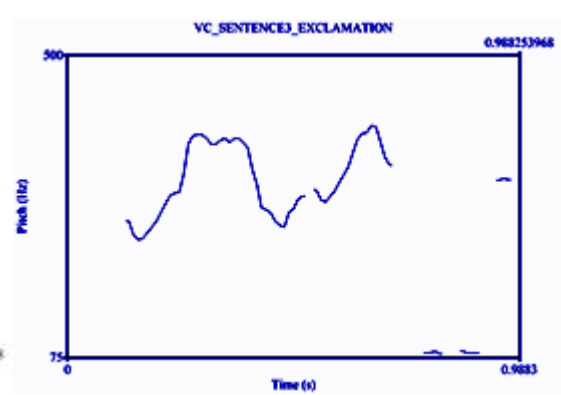
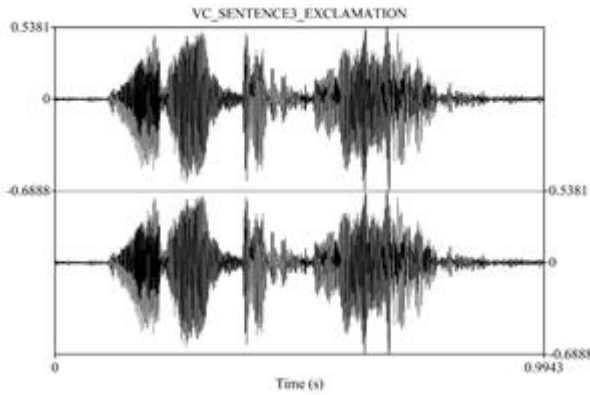
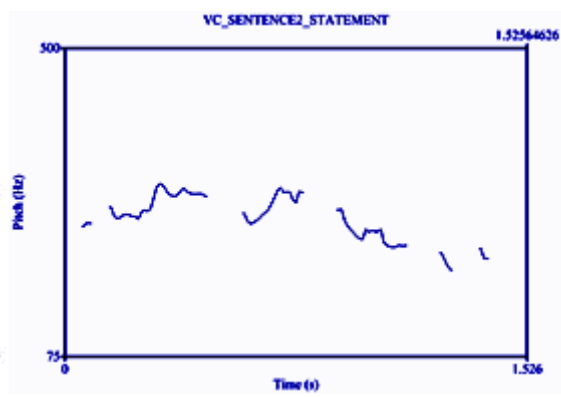
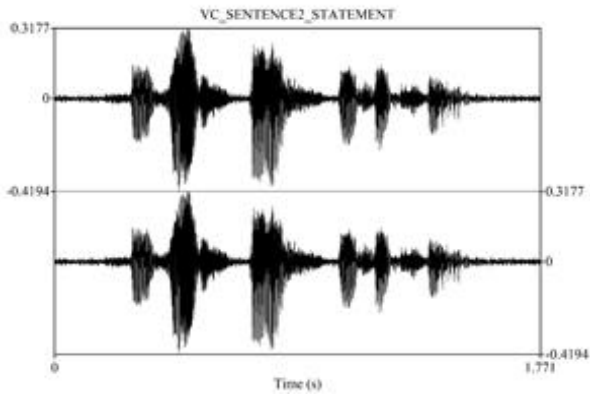
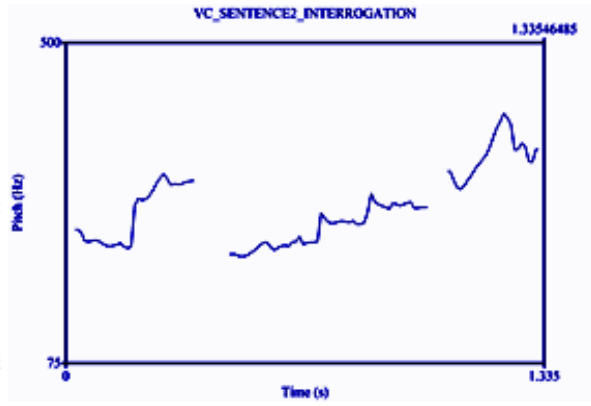
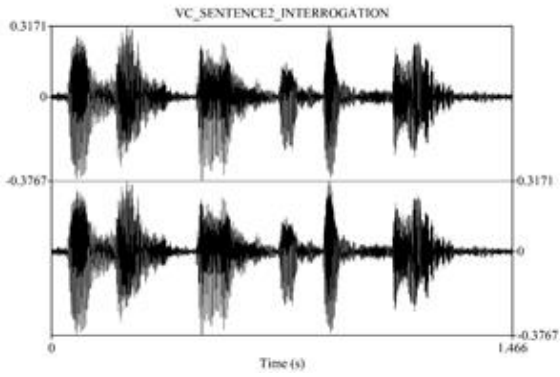


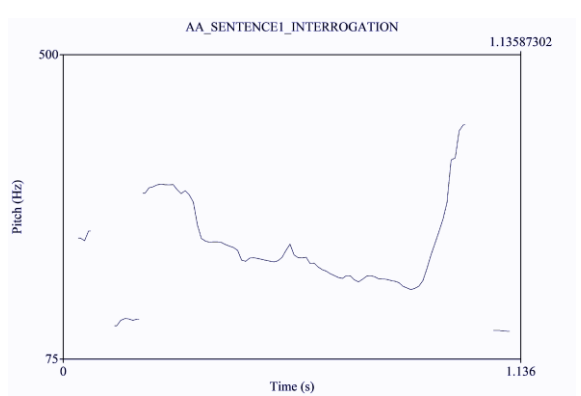
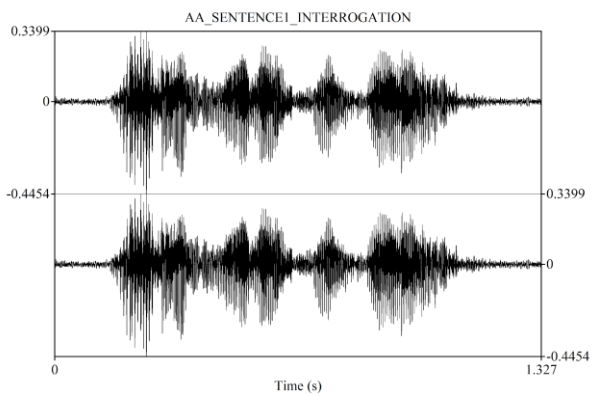
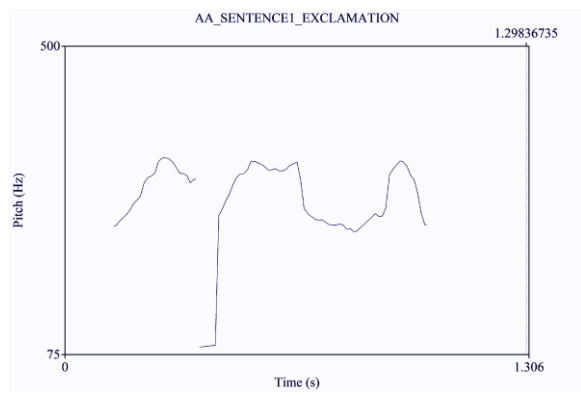
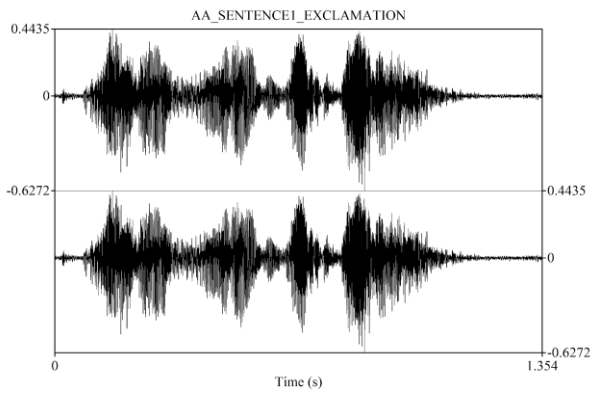
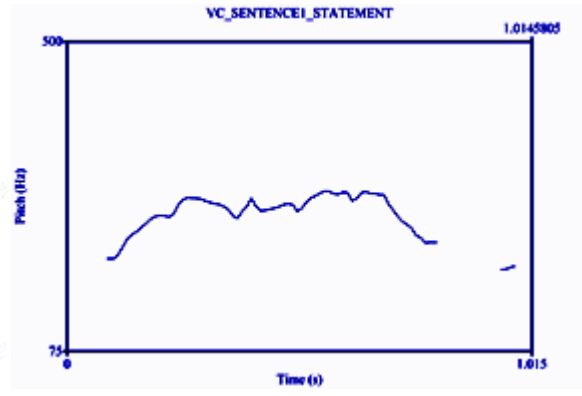
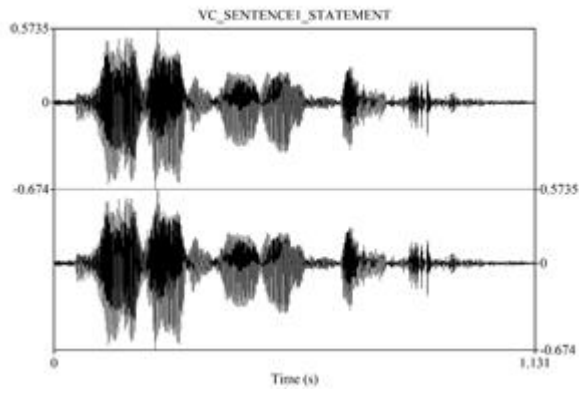


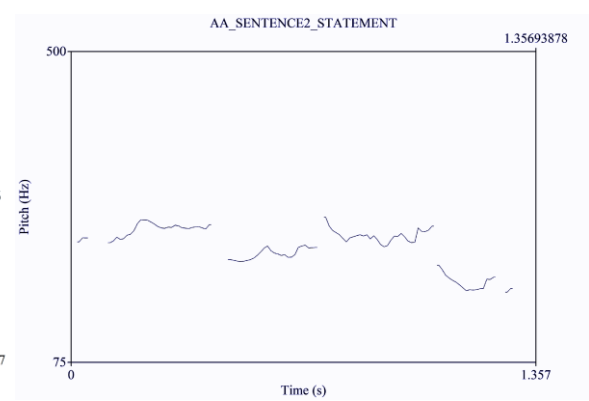
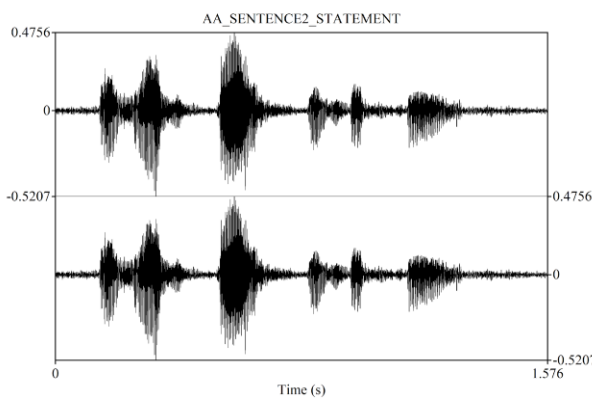
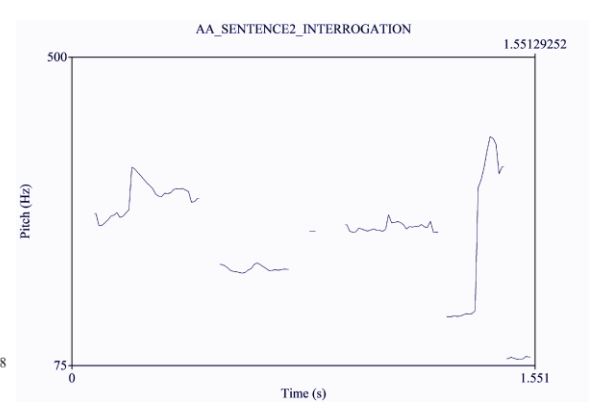
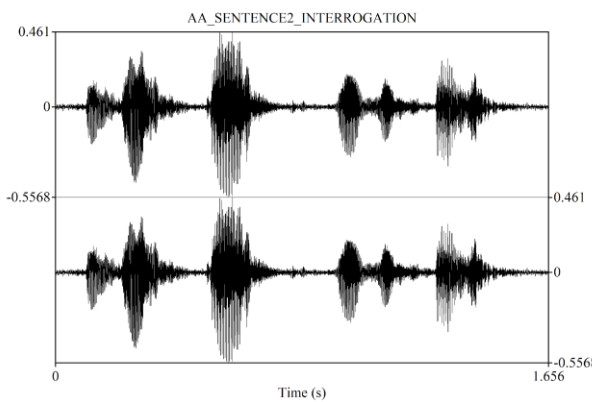
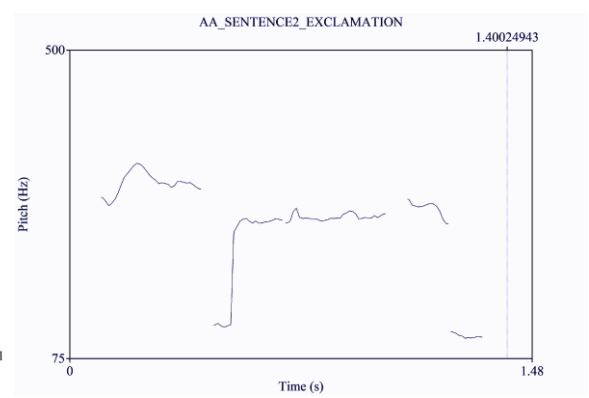
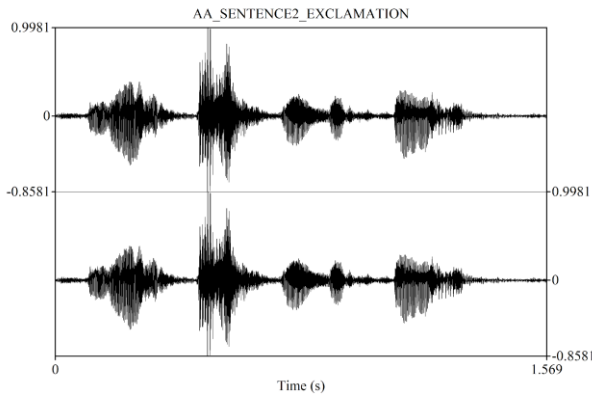
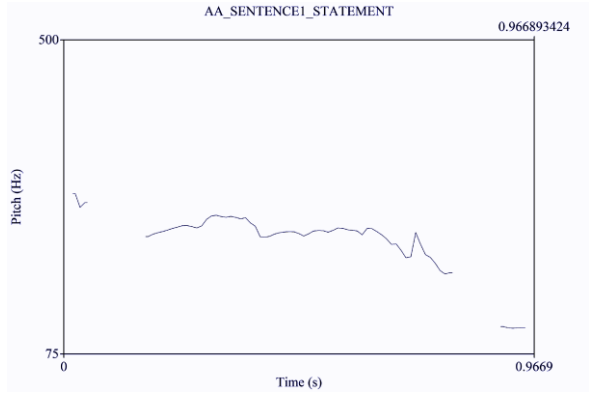
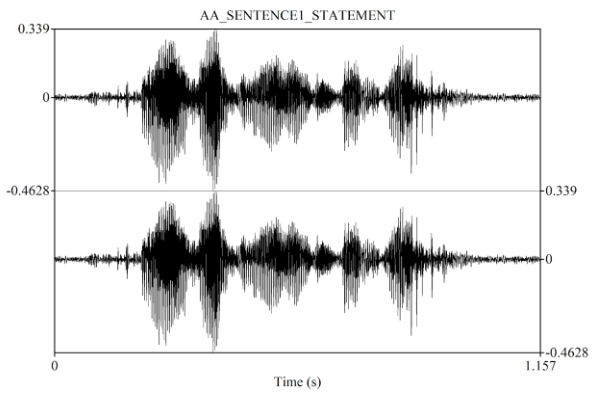


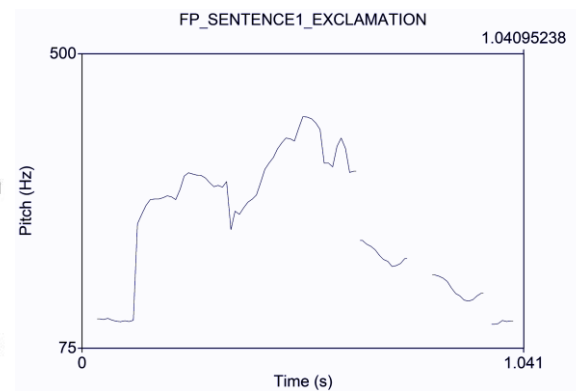
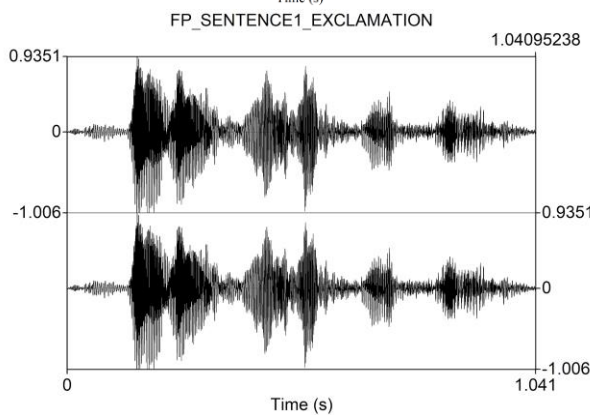
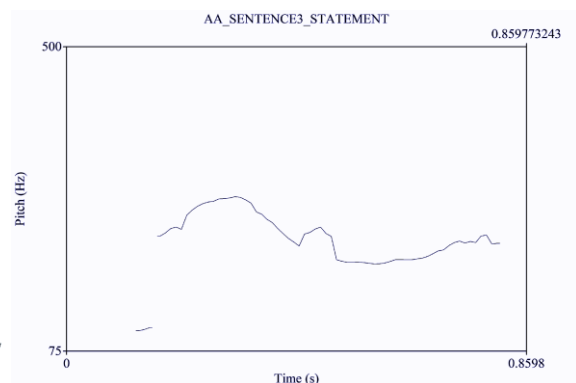
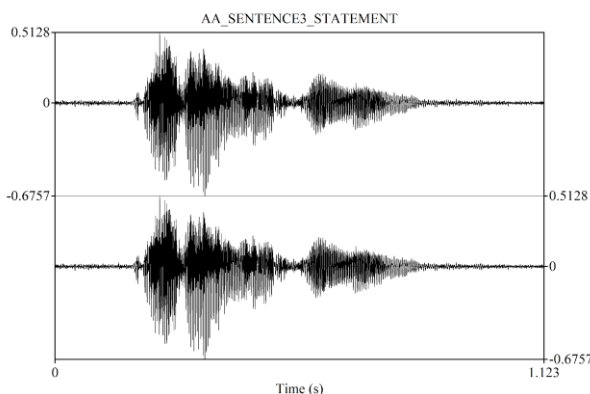
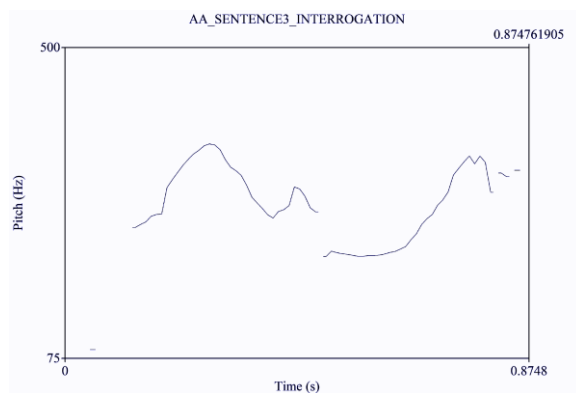
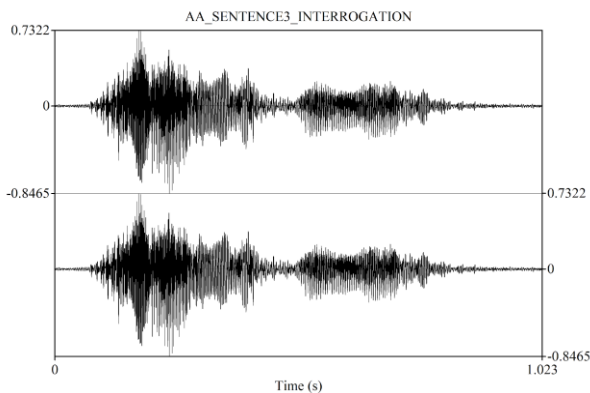
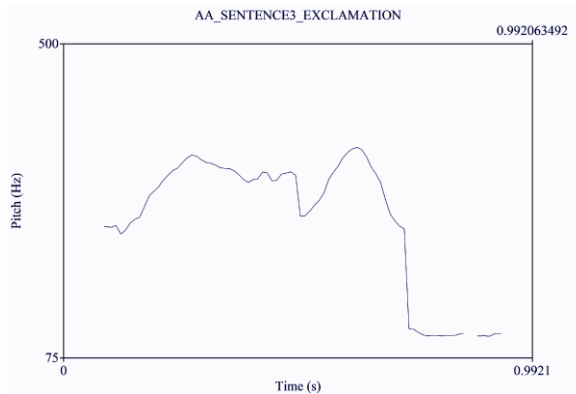
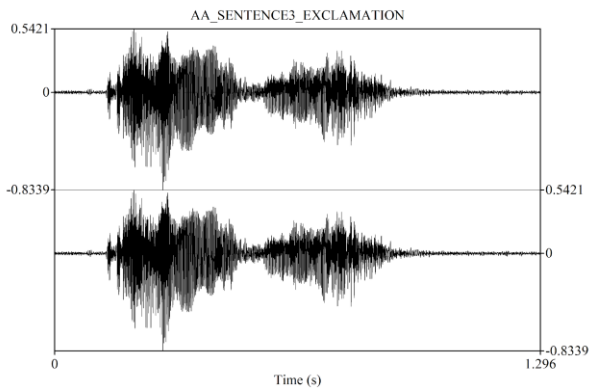
APPENDIX 7: SPECTRUM AND PITCH SCHEMES, NON-NATIVE SPEAKERS

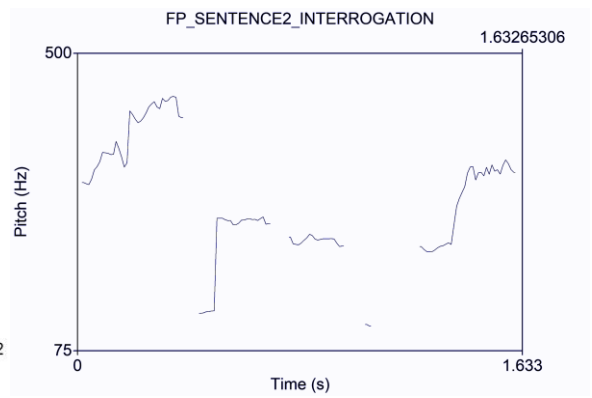
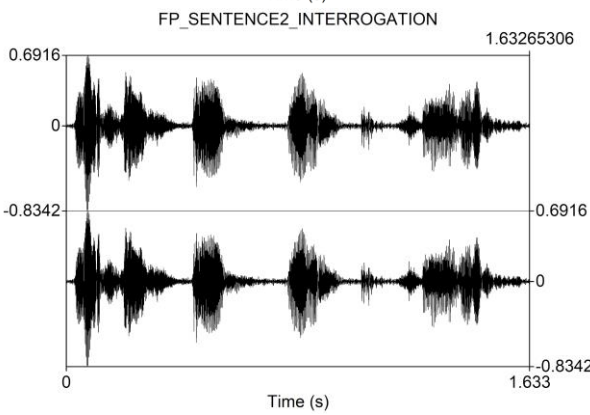
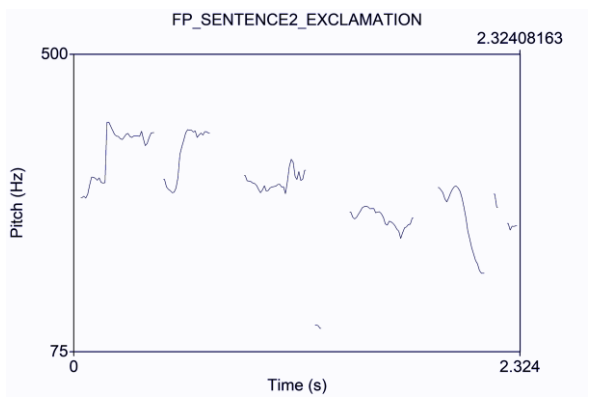
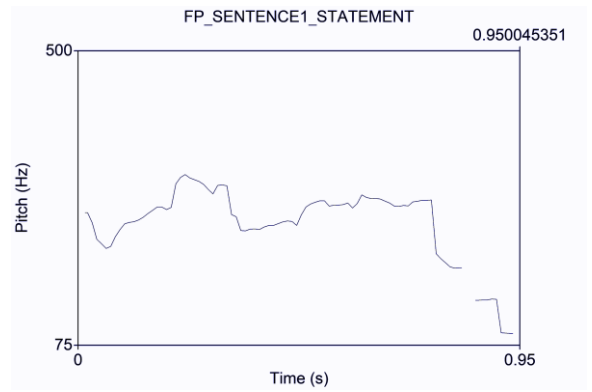
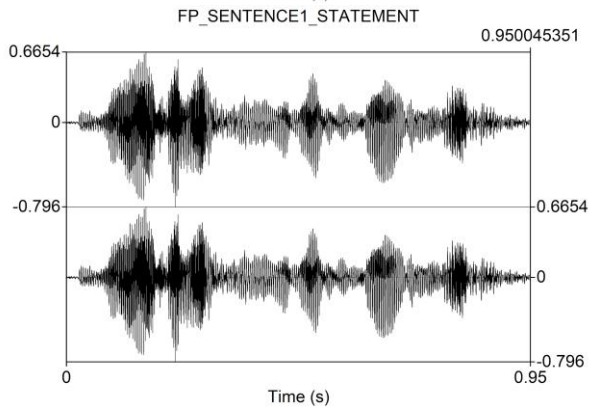
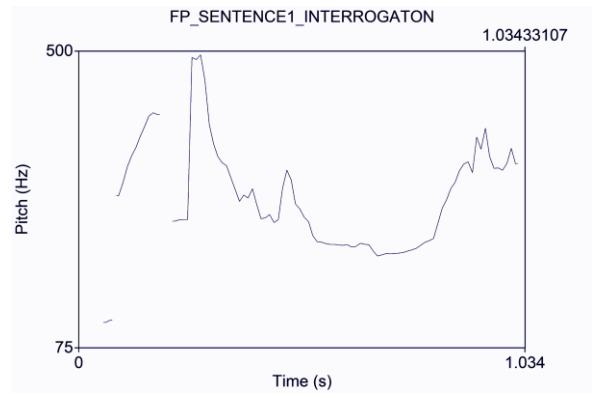
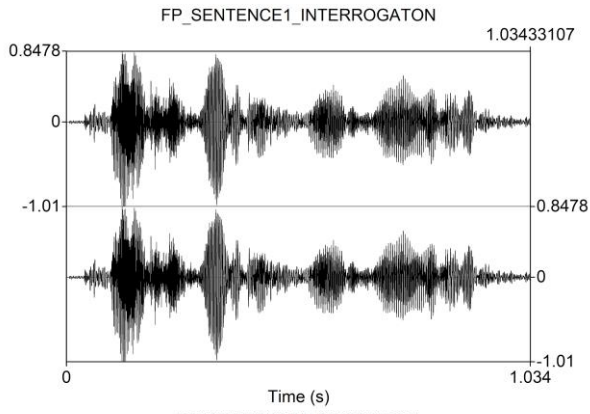


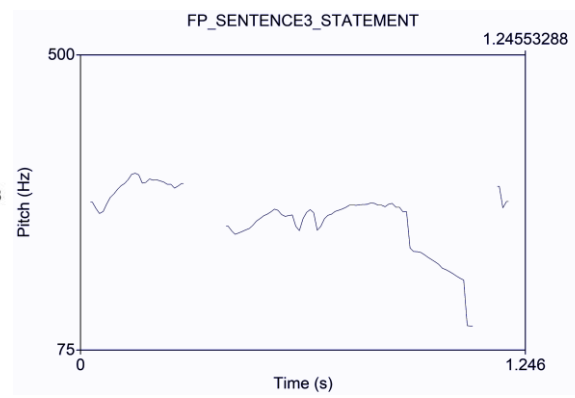
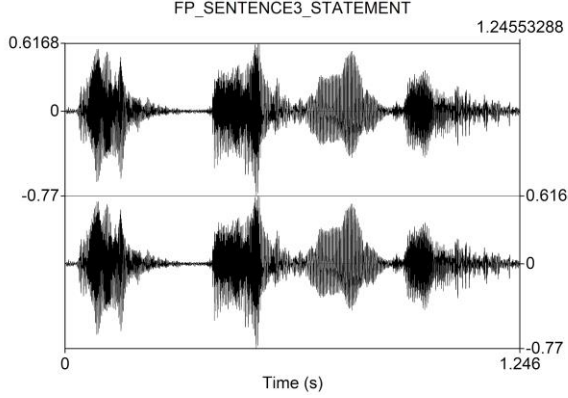
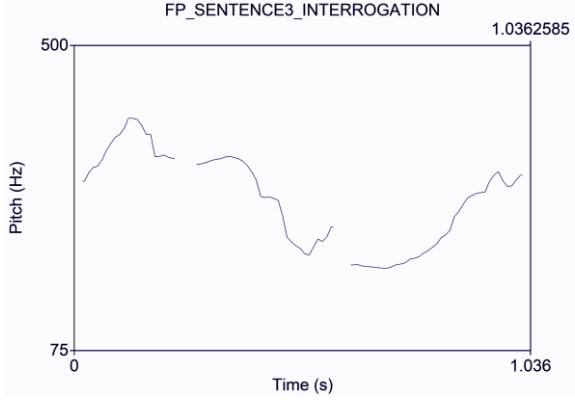
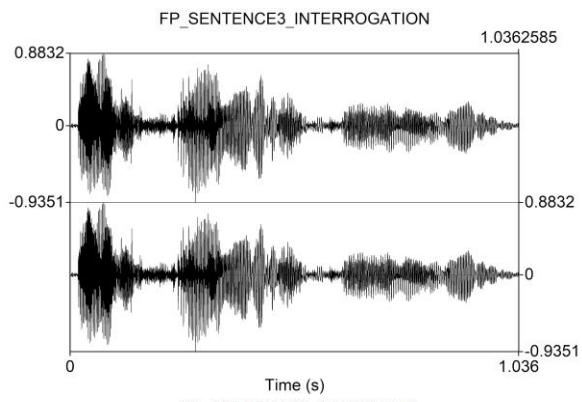
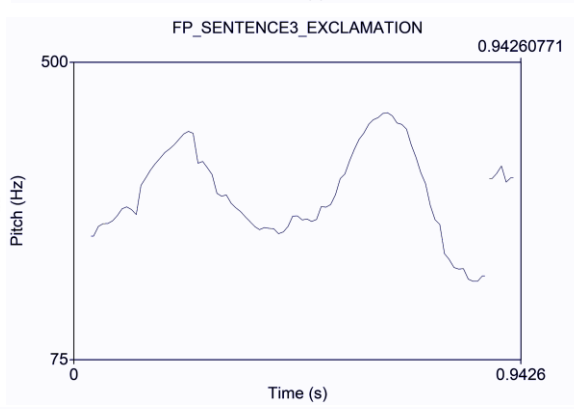
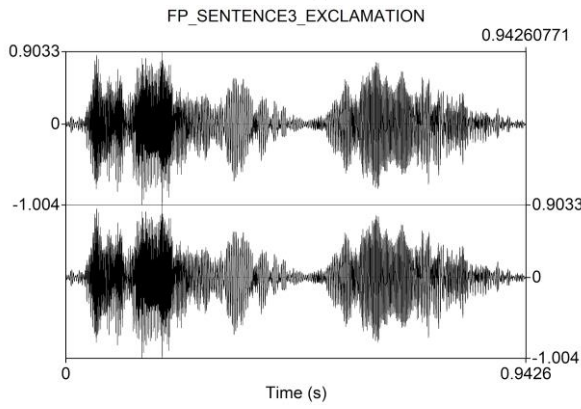
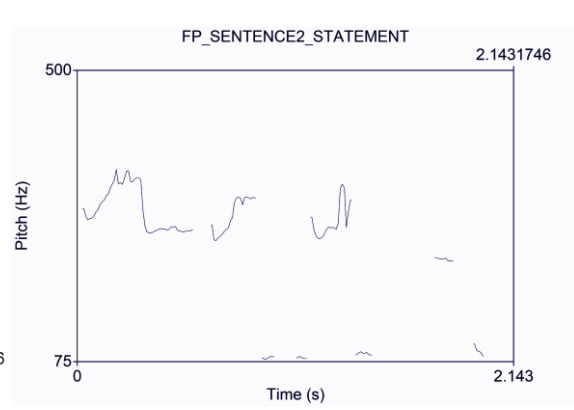
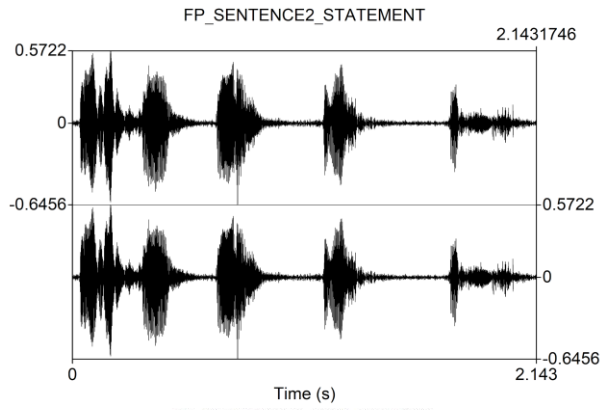


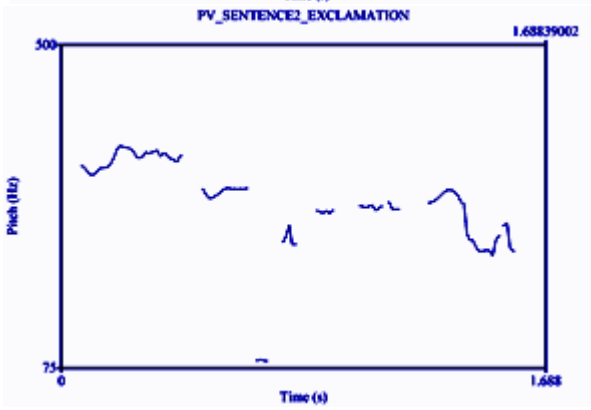
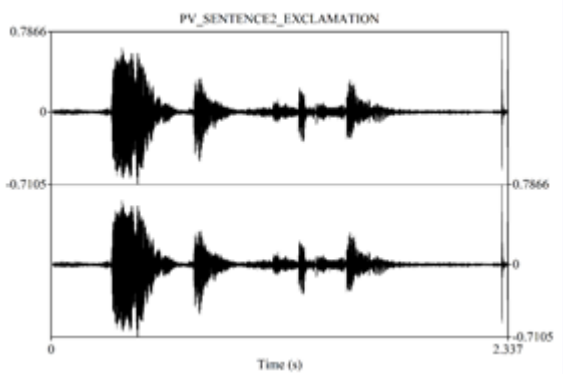
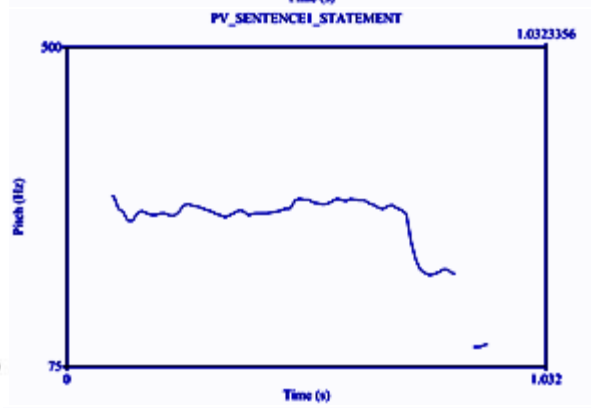
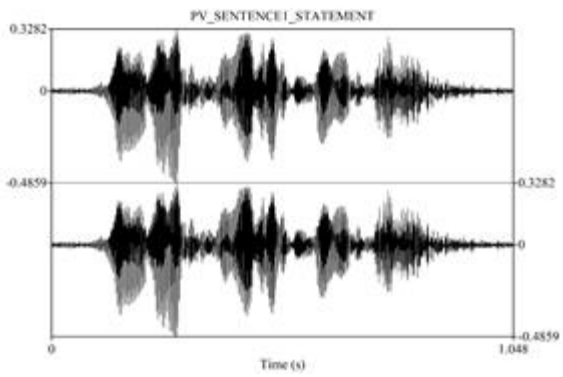
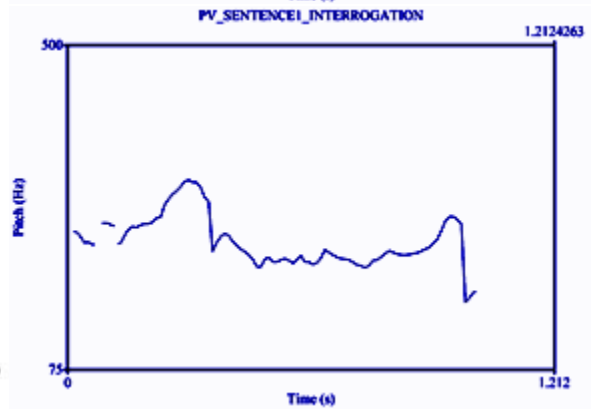
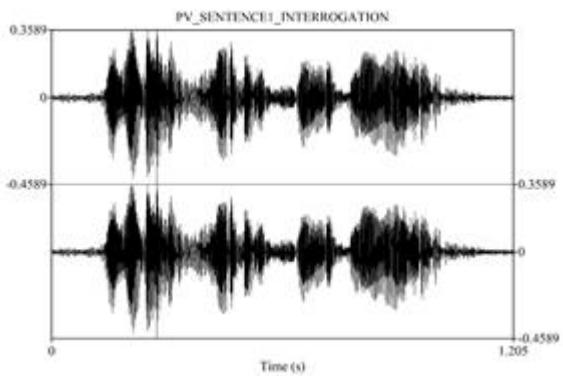
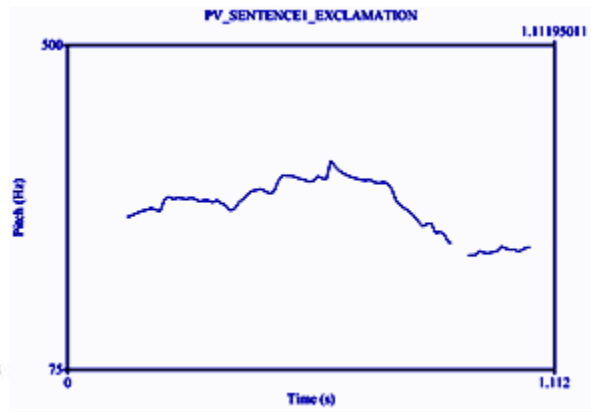
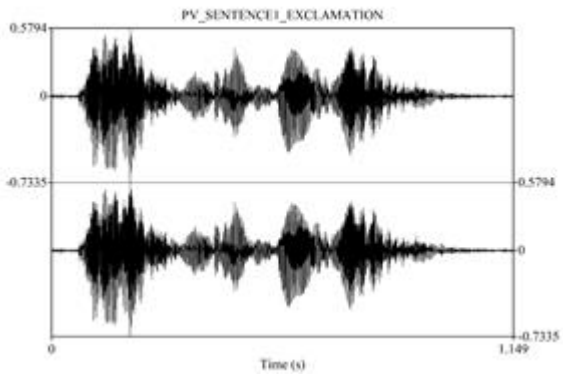


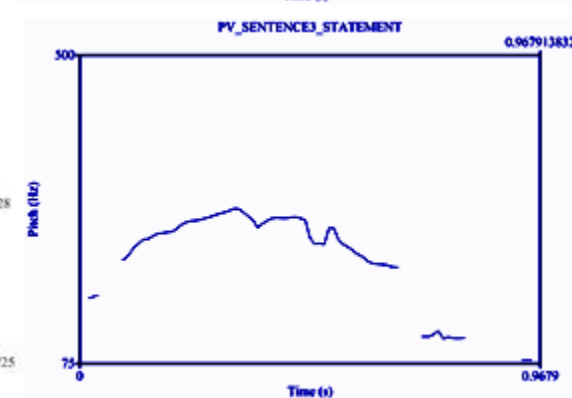
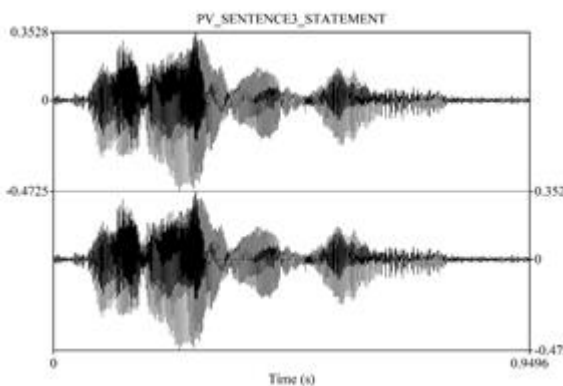
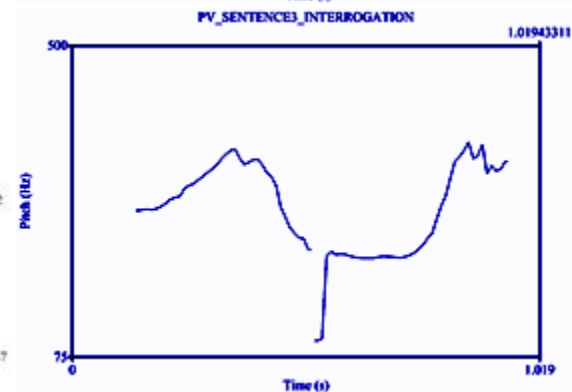
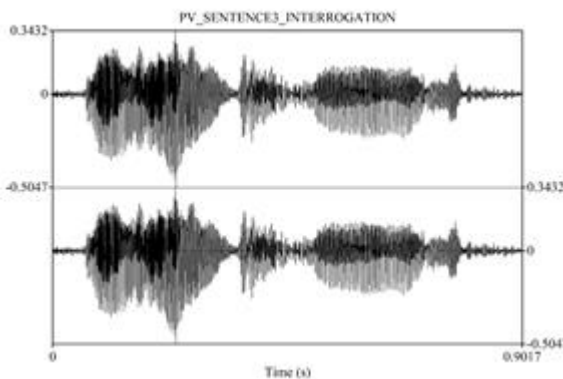
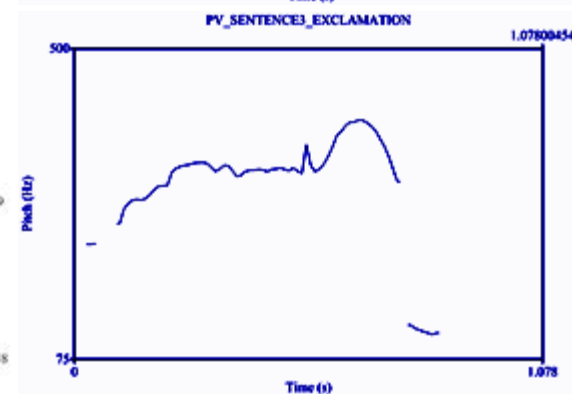
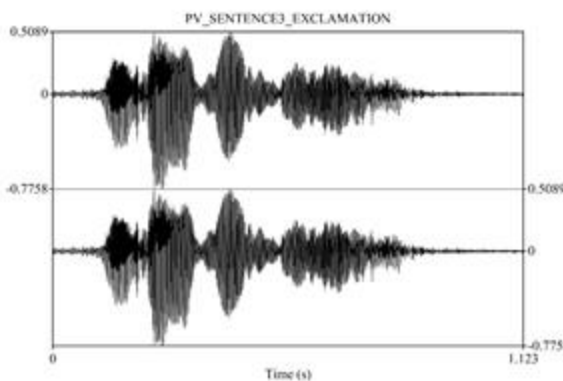
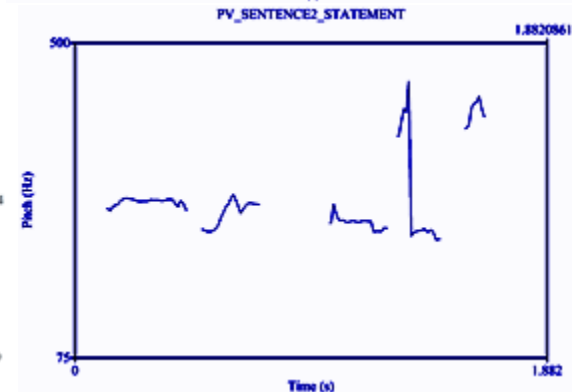
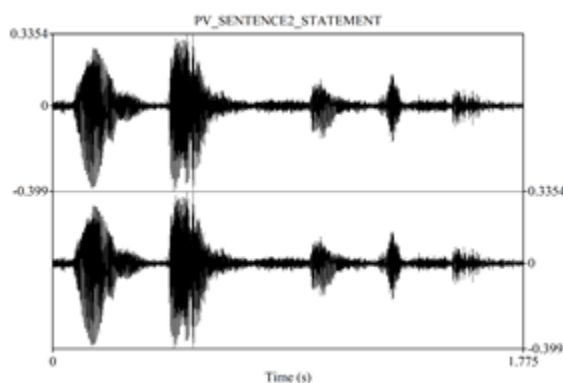
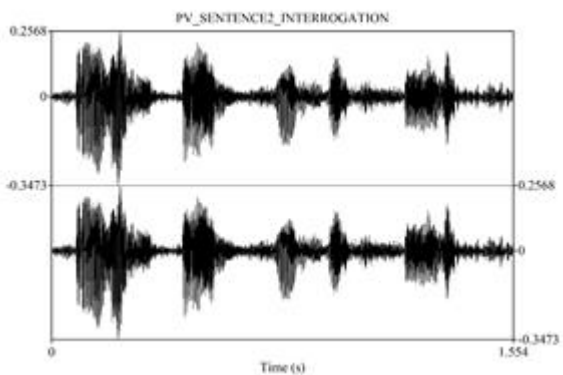


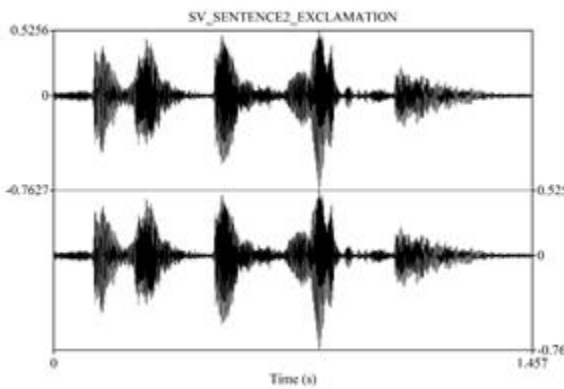
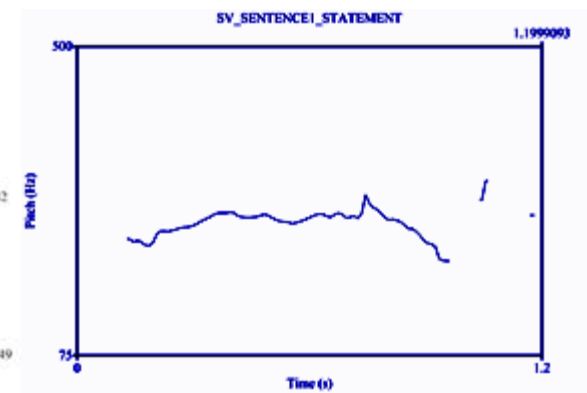
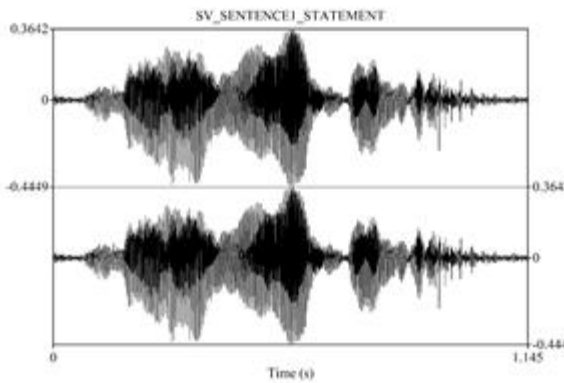
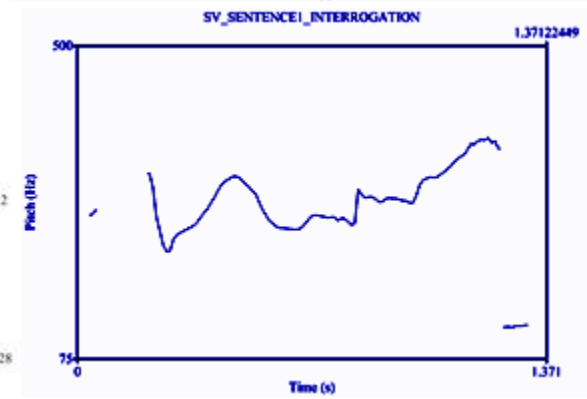
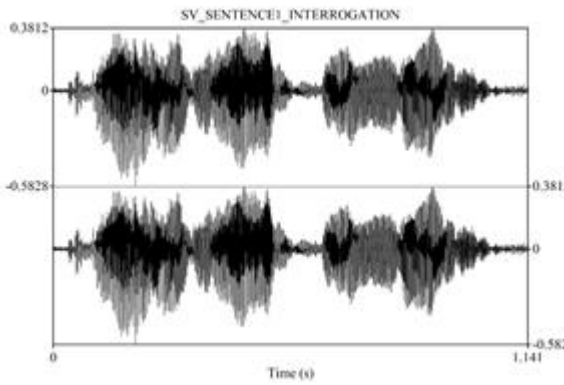
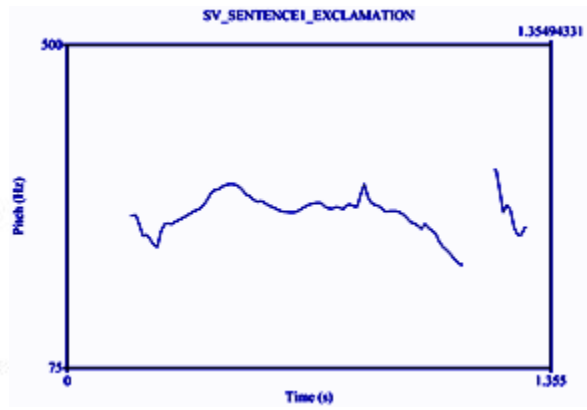
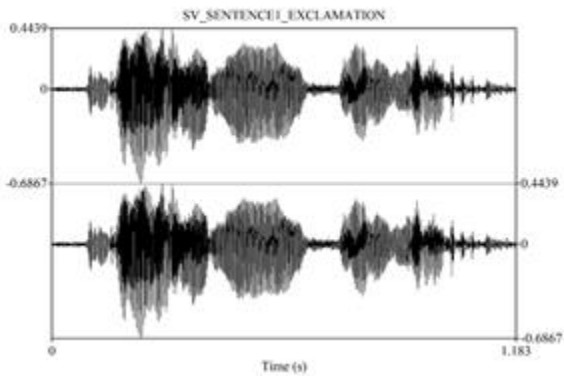


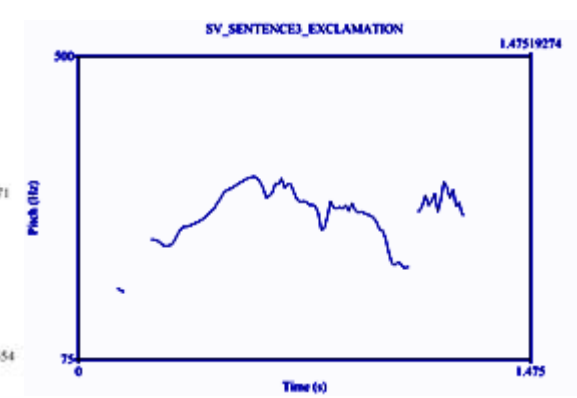
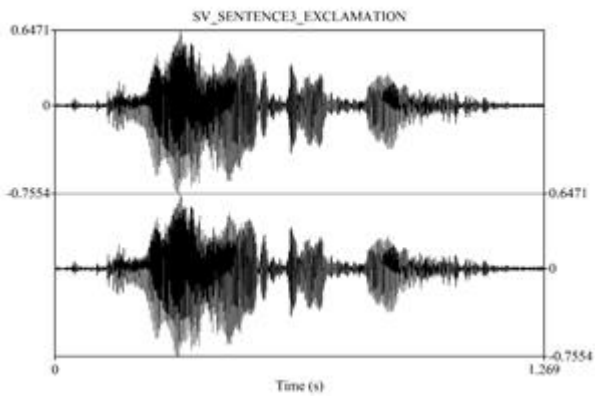
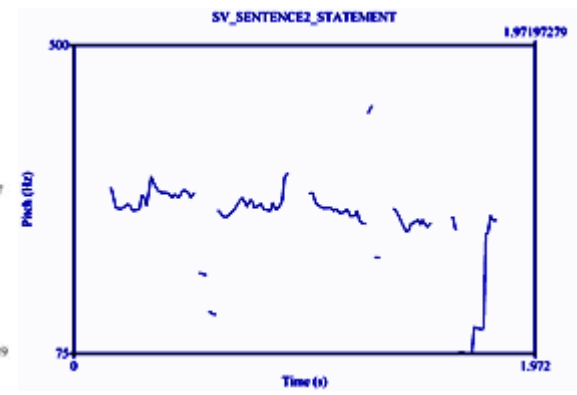
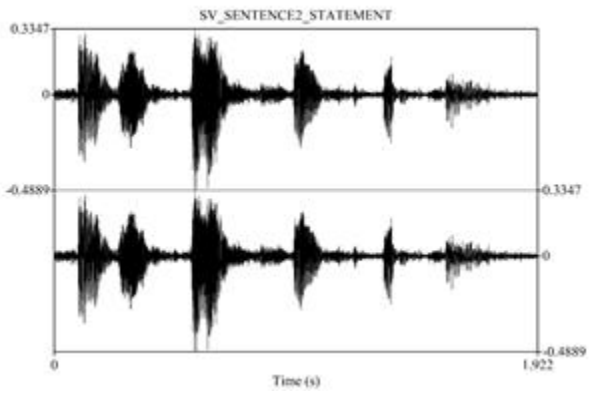
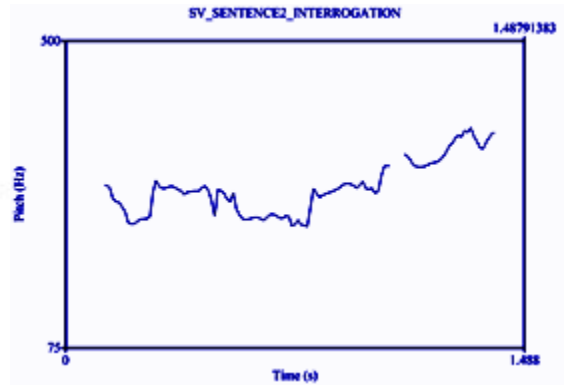
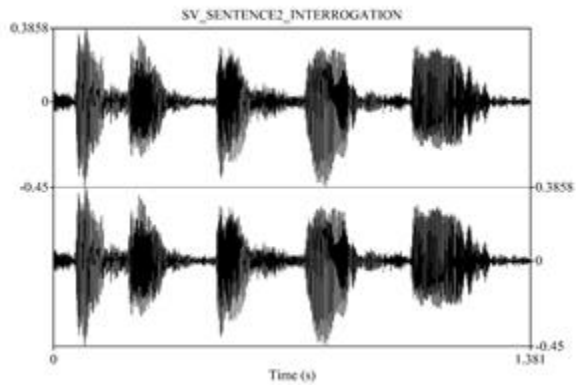


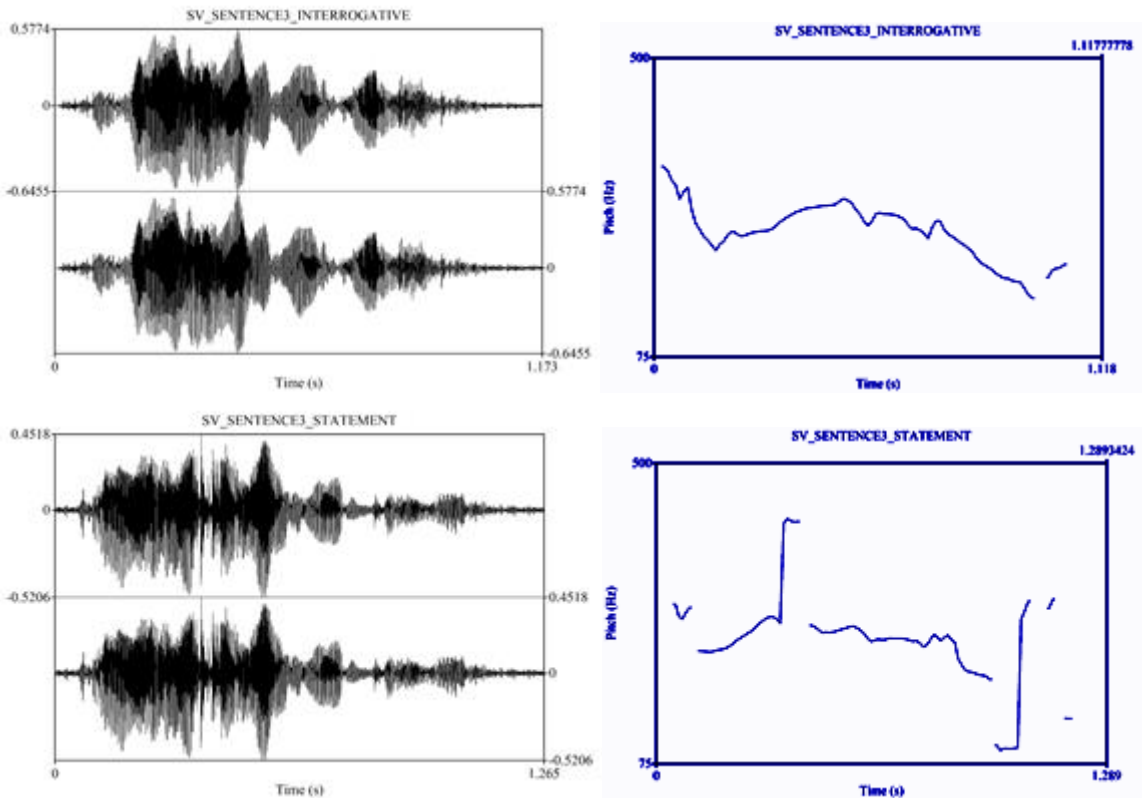












APPENDIX 8: CRITICAL POINT CALCULATION TABLE OF CHI-SQUARE

Cátedra: Probabilidad y Estadística
Facultad Regional Mendoza
UTN

Tabla D.7: VALORES CRÍTICOS DE LA DISTRIBUCIÓN χ^2 CUADRADA

g.d.l	0,001	0,005	0,01	0,02	0,025	0,03	0,04	0,05	0,10	0,15	0,20	0,25	0,30	0,35	0,40	g.d.l
1	10,828	7,879	6,635	5,412	5,024	4,709	4,218	3,841	2,706	2,072	1,642	1,323	1,074	0,873	0,708	1
2	13,816	10,597	9,210	7,824	7,378	7,013	6,438	5,991	4,605	3,794	3,219	2,773	2,408	2,100	1,833	2
3	16,266	12,838	11,345	9,837	9,348	8,947	8,311	7,815	6,251	5,317	4,642	4,108	3,665	3,283	2,946	3
4	18,467	14,860	13,277	11,668	11,143	10,712	10,026	9,488	7,779	6,745	5,989	5,385	4,878	4,438	4,045	4
5	20,515	16,750	15,086	13,388	12,833	12,375	11,644	11,070	9,236	8,115	7,289	6,626	6,064	5,573	5,132	5
6	22,458	18,548	16,812	15,033	14,449	13,968	13,198	12,592	10,645	9,446	8,558	7,841	7,231	6,695	6,211	6
7	24,322	20,278	18,475	16,622	16,013	15,509	14,703	14,067	12,017	10,748	9,803	9,037	8,383	7,806	7,283	7
8	26,124	21,955	20,090	18,168	17,535	17,010	16,171	15,507	13,362	12,027	11,030	10,219	9,524	8,909	8,351	8
9	27,877	23,589	21,666	19,679	19,023	18,480	17,608	16,919	14,684	13,288	12,242	11,389	10,656	10,006	9,414	9
10	29,588	25,188	23,209	21,161	20,483	19,922	19,021	18,307	15,987	14,534	13,442	12,549	11,781	11,097	10,473	10
11	31,264	26,757	24,725	22,618	21,920	21,342	20,412	19,675	17,275	15,767	14,631	13,701	12,899	12,184	11,530	11
12	32,909	28,300	26,217	24,054	23,337	22,742	21,785	21,026	18,549	16,989	15,812	14,845	14,011	13,266	12,584	12
13	34,528	29,819	27,688	25,472	24,736	24,125	23,142	22,362	19,812	18,202	16,985	15,984	15,119	14,345	13,636	13
14	36,123	31,319	29,141	26,873	26,119	25,493	24,485	23,685	21,064	19,406	18,151	17,117	16,222	15,421	14,685	14
15	37,697	32,801	30,578	28,259	27,488	26,848	25,816	24,996	22,307	20,603	19,311	18,245	17,322	16,494	15,733	15
16	39,252	34,267	32,000	29,633	28,845	28,191	27,136	26,296	23,542	21,793	20,465	19,369	18,418	17,565	16,780	16
17	40,790	35,718	33,409	30,995	30,191	29,523	28,445	27,587	24,769	22,977	21,615	20,489	19,511	18,633	17,824	17
18	42,312	37,156	34,805	32,346	31,526	30,845	29,745	28,869	25,989	24,155	22,760	21,605	20,601	19,699	18,868	18
19	43,820	38,582	36,191	33,687	32,852	32,158	31,037	30,144	27,204	25,329	23,900	22,718	21,689	20,764	19,910	19
20	45,315	39,997	37,566	35,020	34,170	33,462	32,321	31,410	28,412	26,498	25,038	23,828	22,775	21,826	20,951	20
21	46,797	41,401	38,932	36,343	35,479	34,759	33,597	32,671	29,615	27,662	26,171	24,935	23,858	22,888	21,991	21
22	48,268	42,796	40,289	37,659	36,781	36,049	34,867	33,924	30,813	28,822	27,301	26,039	24,939	23,947	23,031	22
23	49,728	44,181	41,638	38,968	38,076	37,332	36,131	35,172	32,007	29,979	28,429	27,141	26,018	25,006	24,069	23
24	51,179	45,559	42,980	40,270	39,364	38,609	37,389	36,415	33,196	31,132	29,553	28,241	27,096	26,063	25,106	24
25	52,620	46,928	44,314	41,566	40,646	39,880	38,642	37,652	34,382	32,282	30,675	29,339	28,172	27,118	26,143	25
26	54,052	48,290	45,642	42,856	41,923	41,146	39,889	38,885	35,563	33,429	31,795	30,435	29,246	28,173	27,179	26
27	55,476	49,645	46,953	44,140	43,205	42,407	41,133	40,113	36,744	34,574	32,913	31,530	30,290	29,227	28,214	27

APPENDIX 9: TONES BY UTTERANCES (PERCENTAGES)

NATIVE SPEAKERS	EXCLAMATION	%	INTERROGATION	%	STATEMENT	%
FALL	7	46,67	1	6,67	6	40,00
RISE	4	26,67	12	80,00	0	0,00
LEVEL	1	6,67	0	0,00	2	13,33
FALL RISE	0	0,00	0	0,00	1	6,67
RISE FALL	3	20,00	2	13,33	6	40,00
	15	100,00	15	100,00	15	100,00
NON-NATIVE SPEAKERS	EXCLAMATION	%	INTERROGATION	%	STATEMENT	%
FALL	2	13,33	1	6,67	10	66,67
RISE	3	20,00	3	20,00	0	0,00
LEVEL	0	0,00	0	0,00	3	20,00
FALL RISE	2	13,33	10	66,67	1	6,67
RISE FALL	8	53,33	1	6,67	1	6,67
	15	100,00	15	100,00	15	100,00



**UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION**
FACULTAD DE EDUCACION

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dra. Mabel Ortiz N.
TÍTULO DEL SEMINARIO EVALUADO:	Analysis of the grammatical function features of the English language by both native speakers and non- native speakers
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	José Sebastián García Cesar Antonio Guiñez Juan Pablo Ugarte
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dr. Jorge Lillo D.

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6,0
Promedio	6,5

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7
3. Calidad y precisión del marco teórico/ Conceptual.	6,0
Promedio	6,3

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6,3
2. Presentación del método de investigación y su diseño.	6,3
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6,5
5. Precisión de las estrategias y técnicas de recogida de datos.	6,0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6,5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6,0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,0
Promedio	6,2

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6,5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7
3. Discusión de los resultados de la investigación.	5,0
4. Conclusiones sustentadas en los resultados o hallazgos.	5,0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	5,5
Promedio	6,0

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	7
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
3. Correcto uso de ortografía.	7
4. Coherencia en la redacción.	7
5. Sistematización en la formulación de citas y referencias bibliográficas.	7
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7
Promedio	7

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	PUNTAJE PORCENTUAL
A. De la Formulación del problema	25%		1,62
B. Del Marco Teórico referencial	20%		1,26
C. Del Diseño Metodológico de la investigación	20%		1,24
D. Del Contenido Temático y los Resultados	25%		1,5
E. De los aspectos formales	10%		0,7
Nota promedio final		6,3	6,32

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resume su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Fortalezas

La tesis se enmarca dentro de una temática relevante en el ámbito de la enseñanza de inglés. La investigación persigue fines claros y el análisis de resultados es preciso y coherente con los objetivos. Por otra parte, se aprecia un trabajo bien escrito que permite una lectura fluida.

Sugerencias

- Incluir en abstract diseño y tipo de estudio.
- En el marco teórico, definiría primero intonation y después hablaría de su importancia (orden).
- Falta en el marco teórico resultados de estudios similares, si es que los hay. De no ser así, explicitarlo en el documento.
- El objetivo general no se relaciona con la pregunta de investigación
- Definir variables operacionalmente pero no referirse a variable independiente y dependiente.
- Descripción más detallada del instrumento (p. 29).
- Falta profundizar y contrastar con literatura en el capítulo de discusión. No enumerar.
- Falta mayor argumentación en las conclusiones.

Ponerse en contacto con la secretaria de educación, ponerse de acuerdo con la hora. secreduc@ucsc.cl: Secretaria académica (decanatura), estimada Sra. Blablá mencionar recepción informes de la tesis titulada, guiada por... se hicieron las correcciones. (Adjuntar documento final).

Aprobada en Consejo de Facultad / abril de 2011



FIRMA PROFESOR EVALUADOR



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Héctor Vega Pinochet
TÍTULO DEL SEMINARIO EVALUADO:	<i>Analysis of the grammatical function features of the English language by both Native speakers and Non-native speakers</i>
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	José Sebastián García Cesar Antonio Guiñez Juan Pablo Ugarte
CARRERA	Ped. Educ. Media Inglés
PROFESOR GUÍA	Jorge Lillo Durán

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	7.00

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
Promedio	7.00

C. DEL DISEÑO METODOLÓGICO DEL PROBLEMA (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7.0
2. Presentación del método de investigación y su diseño.	7.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.0
5. Precisión de las estrategias y técnicas de recogida de datos.	6.5
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.0
Promedio	6.44

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7.0
3. Discusión de los resultados de la investigación.	6.0
4. Conclusiones sustentadas en los resultados o hallazgos.	6.5
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.5
Promedio	6.41

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
Promedio	7.00

2. RESUMEN DE LA EVALUACIÓN

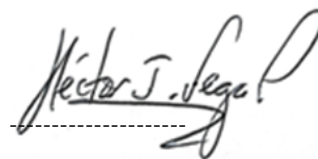
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.00	1.75
B. Del Marco Teórico referencial	20%	7.00	1.40
C. Del Diseño Metodológico de la investigación	20%	6.44	1.29
D. Del Contenido Temático y los Resultados	25%	6.41	1.60
E. De los aspectos formales	10%	7.00	0.70
Nota promedio final			6.74

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

El trabajo cumple con los requerimientos de un trabajo de investigación conducente al Grado de Licenciado en Educación. El objeto de estudio está bien definido y las acciones realizadas están orientadas al cumplimiento del objetivo general. La redacción general del trabajo es clara y bien ejecutada. El bajo número de participantes impide obtener resultados más generalizables.

APROBADA EN CONSEJO DE FACULTAD / ABRIL DE 2011



FIRMA
PROFESOR
EVALUADOR

Fecha: 23 de abril de 2020