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Comparison of English Intonation Produced by EFL Spanish Speakers

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Abstract

This study presents an analysis of the intonation regarding pitch, intensity and pitch contour produced by Spanish native speakers who have studied for at least five years in an English teaching programme in Chile. This study was conducted in order to determine and analyse if participants transferred the Spanish intonation into the English one. The literary review mainly exposed important terms related to Intonation according to several authors such as Roach (2002), Valenzuela (2013), among others. For the purpose of this study, 24 participants were asked to collaborate, they were divided into two groups, participants who have spent a semester abroad, and students who have not travelled abroad. For the purpose of the study female and male gender were also considered. The instrument used to conduct this study (taken from Celce-Murcia (1996) provided declarative statements, wh- questions and yes/no Questions. The results of these recordings were obtained through the use of the computer software called Praat, which provided the intensity (Db), pitch (Hz) and pitch contour (figures). The results of this research showed that there was a transfer of Spanish intonation into English intonation from Spanish native speakers, but it happens at different extents depending on the experience and exposure to the target language of the participants. The transfer of intonation is more noticeable in the production of wh-questions; however, this cannot be defined as a characteristic of mainly students who did not travelled (NT), because it has been found that both groups did transfer Spanish intonation.

Resumen

Este estudio presenta un análisis de la entonación con respecto al tono, intensidad y el contorno del tono producido por hablantes nativos de español, que han estudiado durante al menos cinco años en un programa de estudios superiores la enseñanza de inglés en Chile. Este estudio se realizó con el fin de determinar y analizar si el participante transfiere la entonación del español al inglés. La revisión literaria expuso principalmente importantes términos relacionados con la entonación, de acuerdo con varios autores como Roach (2002), Valenzuela (2013), entre otros. Para los efectos de este estudio, se pidió a 24 participantes para analizar, los grupos de hablantes se dividieron en los participantes que viajaban a tener un semestre en el extranjero y los estudiantes que no han viajado al extranjero, también una subdivisión se hizo teniendo en cuenta el género (femenino / masculino). El instrumento utilizado para llevar a cabo este estudio adoptado de Celce-Murcia (1996) proporcionó oraciones declarativas, interrogativas y preguntas de sí / no para los participantes a leer. El resultado de estas grabaciones se obtuvo mediante el uso del software Praat que proporcionó la intensidad (dB), tono (Hz) y el contorno de los tonos (figuras). Los resultados de esta investigación mostraron que hay una transferencia de la entonación del español a la entonación del inglés de hablantes nativos de español, pero sucede en diferentes grados dependiendo de la experiencia y la exposición a la lengua de llegada del participante. La transferencia de la entonación es más notable en la producción de preguntas interrogativas; sin embargo, esto no se puede definir como una característica de la mayoría de los estudiantes que no viajaron (NT), ya que se ha encontrado que ambos grupos hicieron transferencia entonación del español.

Table of Contents

List of Tables

List of figures

Acknowledgements

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Chapter 1 – Theoretical Background

1.1. Introduction

English intonation produced by different type of speakers has been shown in a variety of emerging studies. According to this, at the moment when the language learning task is destined to instant interpersonal communication with efficiency and precision, the intonation phenomena could not have gone ignored in the preparation of English teaching syllabi in the threshold of a new generation of speakers. Studies have provided evidence of EFL/ESL students from different countries performing in this field in terms of suprasegmental features of speech, and the awareness to have an adequate level of L2 English intonation (Celik, 2001).

In this chapter, the main concepts that are going to be presented are the following: Intonation, English Intonation, Spanish Intonation and ESL/EFL production of English intonation. The importance of these elements is to have a general background of the meaning of intonation and its key elements with examples, the main characteristics of the intonation in English and Spanish, and the impact of intonation in ESL/EFL speakers in English.

1.2. Intonation

Intonation as a field of study and research began between the 60´s, 70´s by well-known authors as Hart and Butler, who directly related it to pronunciation (Cruttenden, 1997). According to Gussenhoven (1998) intonation provides expressions with an independent meaning apart from the significance of the words themselves. In addition, Rodero (2011) argues that intonation incorporates a deeper and valuable meaning rather than the semantic content found in speech, making it a very crucial component of the language and communication (Chun, 1998).Despite of the variety of components that can be found regarding intonation the main focus of this work will be the spoken analysis of it.

On one hand, intonation is focused on the manners in which the ideas are orally presented, rather than the explicit meaning of them. On the other hand, it can also be exposed in the written language such as literature under the name of Intonation Structure (IS), because it contains specific topics (Halliday, 1967). Swan (2005) explains that in many languages as English and Spanish, intonation can show which parts of communication are regarded as being background and which parts carry the information focus. For example in the case of some clauses that have some sort of rising intonation contour, indicating incompleteness, while new information that is added is more likely to carry a falling contour, indicating completion. This helps to make speech less dependent than writing on ordering.

Intonation is considered as the first aspect that infants acquire in terms of speech and shows aspects such as the attitude and state of the speaker (e.g. friendliness, enthusiasm, sadness, or even hostility), in a way that the person who receives the message can infer in a better way the message and real intention of the speaker (Nolan, 2006). Some other functions can be found within intonation apart from the attitudes and states, which are the accentual function to produce the effect of prominence on stressed syllables, the grammar function for the recognition of grammar and syntactic structure of the utterance, and discourse function in order to provide information. (Trujillo, nd)

According to Yangklang (2013), English intonation has an impact on the meaning provided by the speaker. The grammar type chosen during the speech act is reflected in the intonation patterns, in which two of them can be identified as the most common ones: Rising-falling for statements, commands, wh-questions and exclamations; rising for yes/no questions and requests for repetitions. Furthermore, intonation plays a role as discourse marker during the interaction among speakers. This function is performed during turn-making sequence, showing if the speaker has finished an idea, or if the person wishes to carry on the current one.

Within intonation, prosody is important to enhance because it contains features such as the pitch, timing and stress. Pitch is considered as a prosodic feature mostly involved in intonation in all languages (Trujillo, nd). The pitch has been classified by Jesenská (2001) as

the most significant component of intonation. Moreover, tone has been classified in terms of high or low pitch scale, and some of these classifications expose that if the pitch starts high and end low, the meaning of the tune is declarative. If it starts low and ends high: Interrogative, and the negating presupposition which is explained as "Flatter pitch throughout, then sharp rise in pitch at negated element". Jesenská (2001) also argues that languages type can be identified through the use of the pitch. If there is a prominent use of the pitch to distinguish words the language is tonal (e.g. Thai, Hausa Nigeria, Mixtec, etc.). If it uses are more limited, the appropriate term would be lexical accent language (e.g. Swedish and Japanese).

Stress which has been defined as the place in a word in which "pitch changes, vowels is lengthened and volume is increased" by Shahagat and Tarannum (2010) and by Nordquist (2006) as the emphasis given to a syllable or a complete word, has a major importance in the meaning of phrases and sentences; therefore, if there is a wrong stress it would be harder for the speaker to be understood. This shows one of the differences between English and Spanish. English in comparison to Spanish has 12 pure vowels sounds and 8 diphthongs, the length of the vowel sound plays an important role; however, Spanish has 5 pure vowels and 5 diphthongs, where the difference is notorious at the moment of listening these two languages.

1.3. English Intonation

English intonation in the spoken language gives special characteristics to the message, conveying a certain meaning depending on the context and also showing the current mood, attitudes and emotions expressed by the interlocutor. Within intonation there are two main suprasegmental features which allow listeners to discriminate between languages. Those ones are rhythm and intonation, having in the latter concept the inclusion of intonation as the variation of pitch, and stress as the emphasis in a certain sound of the sentence. In the case of English intonation, it contributes to the analysis of the suprasegmental features which allow adults listeners to discriminate among two different languages and two varieties of a language.

Thus, it could be stated that English is rhythmically a stress-timed language. (Vicenik & Sundara, 2013) quotes that Roach (1982) claims that despite of the examples given to students in a phonetic class to identify a stress-timed and a syllable-timed language, it requires a deeper analysis and training from an expert phonetician to get all the differences among them. These can be possible through experimental tests.

Yangklang (2013) suggests that in the case of English, stress is noticeable when the word contains more than one syllable which makes the difference between the performances of this one in two different word classes. i.e. to refuse (not willing to do something) and refuse (rubbish).Regarding intonation, the author explains that 5 types of patterns can be described, which are rising, falling, rising - falling, falling - rising and flat. From the mentioned classification two can be name as the most common in term of usage; rising-falling, which is used for statements, commands, exclamations and wh-questions; and rising intonation which is used for yes-no questions and repetition.

Furthermore, according to Celce-Murcia, Brinton & Goodwin (1996), intonation is possible to get through the definition of the pitch, in which the pitch incorporates differentiated levels depending on the speaker and represents individual tones. These individual tones form at the end an "entire melodic line" called Intonation. The most common intonation patterns according to these authors are the rising intonation, which is used for requesting the repetition of unclear information and the falling-rising intonation, which is contextualized in situations that shows expectations, impatience or additional query, and it contains a rising-falling contour as a most common pattern. Regarding Rising-falling intonation, it incorporates the following utterances, such as the wh-questions with interrogative pronouns and commands or directives. In the case of wh-questions, they may have different contours such as the focus on the result or agent, which depend on the type of results in the actions and context, the following figure (see figure 1) exemplify what it was stated.

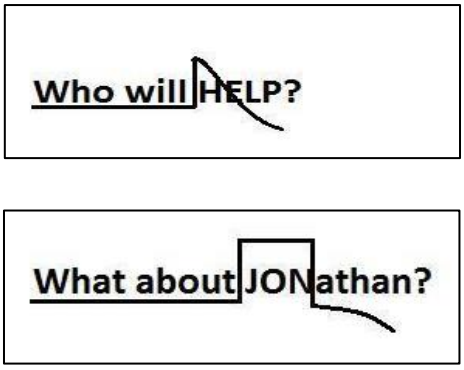


Figure 1. Wh-questions

Adapted from Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge ; New York: Cambridge University Press.

Moreover, there are also the uninverted wh-questions, which contain unmarked rising intonation to request a clarification of an unclear information, and rising-falling intonation to obtain a response from the interlocutor (see figures 2,3). For rising intonation, its most common pattern is the rise, which can be identified in yes/no questions (see figure 4)

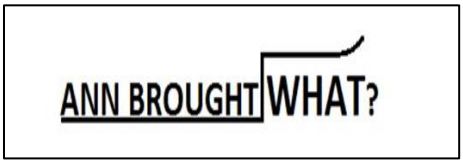


Figure 2. Uninverted wh-question

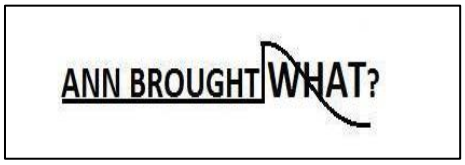


Figure 3. Rising-falling intonation

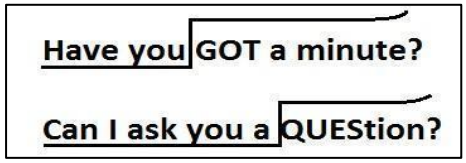


Figure 4. Rising intonation

Adapted from Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge ; New York: Cambridge University Press.

Within rising intonation yes/no questions have different patterns set in different discourse contexts, which are the following: neutral request of information, greater expectation or impatience, request for repetition or confirmation and expression of surprise or disbelief.

Wells (2006) considers that words are recognized just by stress and that characteristic is important to identity an English word. In English, stress has variations of pitch movements; these are also altered by a prosodic characteristic called tone which is placed in the vibration of the vocal folds. If there is an acceleration in the vibration of the vocal folds it is referred to the rising tone, and if it is slowing down, it is therefore falling tone. Through these utterances it can be expressed different types of intonational meaning. Even though tones take part of the English intonation, English is not considered as a tone language in a sense that it is not being used lexically; English is an intonational language where tones express intention in the

utterance. According to this, the lexical meaning of the word is referred as the meaning seen in dictionaries.

In addition to the meaning of the speech provided by the speaker, intonation in English exposed by Wells (2006) also faces three linguistic intonation systems for people's communication known as the three Ts- tonality, tonicity and tone.: Tonality which divides the spoken material into chunks; Tonicity, which highlights the important words to convey a certain meaning; and Tone which is associated with the pitch movement once the speaker have decided the tonicity and the place where it is going to be more suitable for the nucleus or the last accent.

Regarding the concept of tone, Cauldwell & Hewings (1996) exposed that the discourse intonation model has an aim to explain the choice of the level of tone which can be assigned significance in the rising tone and falling tone. The rising tone communicates ideas that are already known, and the falling tone communicates ideas that are supposed to be new. In the case of falling and rising tones in questions, it is statistically seen that yes/no questions end with a rising tone (e.g. What's it like, this cheese?), and wh-questions end with a falling tone to elicit new information (e.g. When are they coming, Frank and Gill?). Therefore, if the speaker uses rising tone in those cases, it is to inform about something that he/she may already know (e.g. It can be dangerous, skiing).

According to Wells (2006), the intonational meaning can be also identified by the functions of intonation which is seen during a communicational situation and it is considered as more meaningful in the English language than in other languages. The first one is the attitudinal function, which presents the attitude and emotions of the speaker (e.g., anger, sarcasm, boredom); the grammatical function which is used to identify the grammatical functions of the speech and structure; the focusing function, which helps to show information or utterances that are already known or new ones; the discourse (cohesive) function, how sentences or clauses go together in spoken discourse to show contrast or coherence ; the psychological function in which intonation helps to organize the speech into easier units to

perceive them better; and finally the indexical function which provides a personal or social identity to the speech (e.g., mother-like sound, teacher-like sound, authority-like sound).

Demirezen (2015), states that in the English language learning pronunciation involving all the suprasegmental features (stress, rhythm and intonation) correctly can help learners to be more accurate and improve their communication ability. Therefore, it has been exposed that EFL learners may experience more difficulties regarding pronunciation due to the lack of input they receive from the environment.

A recent research conducted by Demirezen (2015) focused on the analysis of intonation in spoken extended simple sentences, which is considered as one of the most limited type of research in the domain of ESL and EFL programs. It explains the main characteristic of an extended simple sentence, which is an independent clause that incorporates a subject and a predicate and it is the smallest sentence unit known. The way in which intonation patterns are being related in this area depends on the grammatical nature by the added structures to the simple sentence and what the speaker wants to do with the utterance that he/she projects. This type of sentences often include sentence adverbials in the beginning, middle or end of a sentence followed by comma as a way to link sentences in written and spoken language. Intonation according to the structure in a sentence varies depending on the location of the sentence adverbial, but if it modifies the whole clause or sentence, it would have its own intonation pattern. The results obtained were not very pleasant, because it represented less than 50% of the overall score. As a conclusion, it was stated that teachers had plenty of material in other areas rather than being aware of the intonation, which is not taken in serious consideration and students still sound “immature” when they speak a L2. Jesenská (2001) states that in the English language, any word depending on the context or the situation can be stressed to show intonation.

1.4. Spanish Intonation

Coe points out in Swan & Smith (1987) that Spanish is a syllable timed language, this type of language focuses on the frequency of syllables that are repeated. Syllables tend to follow each other at regular intervals, with an equal amount of time that is distributed for each syllable. Some examples of syllable-timed language are Spanish, French, Italian, Japanese, Finnish, and Brazilian Portuguese. Spanish language being a syllable timed language presents different patterns than English intonation. According to Chen (2007) Spanish tones represent the tonal configurations of pitch movements which are identified as falling, rising and level tones. For these categories the most important aspects are content words for those carry the meaning of a sentence. These words are verbs, adverbs, pronouns and adjectives. Dealing with Spanish intonation, we can find some varieties of this, where people make their own variety of Spanish intonation giving a representative symbol to their place.

Since the end of the twentieth century Spanish intonation has been difficult to be understood and defined, specifically when talking about suprasegments (i.e. intonation) under the Autosegmental- metrical (AM) model developed by Ladd (2008) and Pierrehumbert (1980) "describe the function of intonation and its phonetic and phonological properties in a wide variety of contexts in both laboratory and spontaneous speech, such as declaratives with different focus types, absolute and pronominal interrogatives, imperatives, and the chunking of discourse into phrases". When talking about Spanish intonation, regarding tones, it is noticeable the existence of a rising tone making an extra accent in a syllable, as Estebas and Prieto (2002) corroborated in his practical work. However, the accents and tones are chosen in relation to which kind of utterances the person uses, in order to clarify the intention. This pattern of rising tone in statements is common in different varieties of Spanish, such as Argentinean and Mexican. In wh-questions the use of rhythm and rising tones is not clear,

even if the user is not clarifying the understanding of his/her question. As Estebas and Prieto (2002) mentioned, making wh-questions involves "a sharp final rise", this means that at the end of the question the user highlights this intention and he or she produces noticeable rising tone, for example in "What is your name?" (See figure 5).

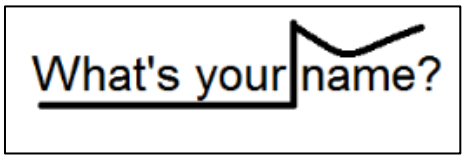


Figure 5. Rising tone in a wh- question.

In statements, there are different sort of wh- questions, depending on the message that is given. For example, rhetorical and imperative wh- questions, like "Who cares?" (See figure 6) In the first case there is no answer expected; in that way the speaker uses a fall tone where the structure contains the verb, changing the rhythm of this questions, but at the same time using the rising tone. In "Do you really care?" (See figure 7) the tone that the individual uses shows that he or she expects an answer, by saying the action that is wanted.

Figure 6. Falling tone Wh- question

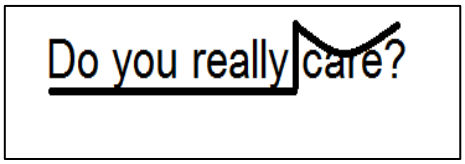


Figure 7. Rising tone yes/no question

An investigation conducted by Estebas and Prieto (2002) found that if a context and further information about what is going on is presented, people must change their tones in their speech, because this means that they are sure about what they are saying and what they want to express through different requests. Following the same idea, this explains that being aware of the intention, the speaker makes differentiations during the communication process, emphasizing the nearly all relevant words.

As established by Estebas and Prieto (2002) Spanish rising tones are used to create an extra accent in a syllable, the tones are chosen depending the type of utterances used by individuals to clarify the intention of the speech. However, there persists uncertainty in the use of rising tones, because the use of rising tones and rhythm is not clear in the production of WH-questions, giving little importance to the intention of the speech. In the case of statements, rhythm and tone intonation play a very important role. Van Der Hulst (2004) exposes that Spanish intonation is hard to be studied because the stress in words have a thick accent. This means that the accent is marked in the penultimate syllable. In the Spanish language, each phrase or statement corresponds to an especial melody that shows a mental phase that makes precise the intention of the speaker. According to Navarro (nd), the tone that the speaker uses and the length of it will indicate the intention of the speech, because humans have the ability to understand and respond to suprasegmental features, such as intonation.

However, a study conducted by Pamies Bertrán (1999) has proved that there are some contradictions in the concepts formulated by Pike (1945) regarding stress-timed and syllable-timed languages. This research, which aim was to find comparative data for providing an appropriate methodology in order to study this phenomenon because of the existing disagreements, this means that a classification of languages into rhythms is not being presuppose because that is a fact that the experiment pretends to discover. Pamies Bertrán's (1999) research consisted of the emission of certain utterances in 7 different languages by their

respective native speakers from different regions (Spain, Argentina, France, Brazil, Portugal, Italy, Cataluña, England, USA and Russia).

Regarding the focus of this study it seems to be relevant to identify specifically the variety of the Chilean language. This variety is recognized phonetically by the tendency of increasing the tone at the moment of speaking, aspiration and assimilation of the consonant [s], use of diminutives adding –it as in "gatito" and the most noticeable aspect is the tense of palatal pronunciation of the consonants [k], [x] and [y].

Wagner (2006) explains that the Chilean variety of Spanish intonation changes in relation to the geographical place, because of the influence of native communities or social classes. Throughout the country different types of intonations can be found, which are defined as dialect. This type of variation also presents a variation when the speaker decides to communicate a message regarding the place in which the information will be received and the audience to whom it is addressed. According to the environment where he or she is, the speaker decides a formal or informal register. This register follows some rules, such as the public, environment, type of message and the intention that the speaker wants to cause.

Barrera and Solís (2011) state that Chilean variety of Spanish intonation, tends to be recognized as a rapid way to speak, sometimes impossible to be understood by non-native speakers of the language, but also by Spanish native speaker from other countries, because of the use of invented words or some words arrangements.

1.5. ESL/EFL production of English intonation

Regarding intonation in the process of learning English as a Second Language (ESL) or English a Foreign Language (EFL), Timkova (2001) claims that intonation is one of the phenomenon of the language which gives the learner the hope of the opportunity to speak clearly with an intelligible pronunciation. However, Timkova (2001) states that the importance of intonation goes further and the main concern of a proper intonation is to avoid misunderstandings in the communication between speakers.

On her research, Timkova (2001) presents the Intonation of English in the process of second language acquisition, which covered problems of language interference from the L1 (language 1 - Slovak) to L2 (language 2 – English) regarding intonation. The mentioned research studied intonation in a group of English language learners which mother tongue was Slovak language. Participants were asked to read an extract of a text without being told of the purpose of the study. A multi-speech programme was used for the experimental analysis of this research. The study concludes confirming that there are differences in the development of intonation between the pronunciation of native speakers of English and the pronunciation of Slovak learners of English. The main difference in intonation was found in the comparison of tonal movements when reading in spontaneous speech.

Atoye (2005) in his research on perception and interpretation of English sentence intonation concurs with Timkova (2001) on the view of intonation as an important feature for having a proper communication in the foreign language (L2). Nevertheless, Atoye (2005) quoting Banjo (1979: 12) adds that intonation is the major obstacle that English learners as a second language almost never manage to overpass. Being more specific, Atoye (2005) citing Tiffen (1974) in his research characterizes non-native speaker's intonation as a problem for intelligibility even for native speakers of the English language. Atoye argues that one of the main difficulties that English as a second language learners face regarding intonation is the low importance given to it when teaching the foreign language (L2).

Atoye (2005) conducted a study about Non-Native Perception and Interpretation of English Intonation. After a test applied to 120 English University students from third year, it was concluded that students have a high level of perception of intonation in the second language (L2). This fact might be because of their knowledge of intonation from their mother tongue (L1) or because of their studies of phonetics in their English as a second language lessons. However, Atoye claims that students are not successful at the moment of producing the correct intonation. The results expresses that there is an interference from the L1

intonation to the L2 intonation. The author also suggests that teaching structural analysis of intonation has not been really helpful for non-native students in this study.

Narrowing the focus of these problems, there are some other authors who refer to EFL problems in a deeper manner. Yangklang (2013) citing Garrigues (1999) expresses that a good pronunciation is the basis for an effective communication, arguing that students should acquire this skill in order to guarantee accuracy and comprehension. In addition, Yangklang (2013) citing Zhang & Yin (2009) states that one of the main reasons for learning the correct pronunciation of stress and intonation is that it not only helps the speaker to express ideas clearly but also to understand other speakers.

Yangklang (2013) refers to Thai speaking students' problems with pronunciation features as intonation and stress in English. The author argues that mother tongue influences the pronunciation, but he also declares that there are other facts which may interfere in the correct pronunciation of words. Those facts are words which either are borrowed from or have rooted in English language. According to Yangklang the consequence of these facts is the lack of stress and intonation pronunciation because EFL speakers pronounce words in the way that they know from their mother language (L1), in this case from Thai. Problems when learning a foreign language are different for the variety of suprasegmental features, for this reason Yangklang argues about stress and intonation problems separately. Regarding stress, the author claims that the main reason for EFL students' bad pronunciation is the little knowledge that the learners possess about the new language, which can lead the student to an uncomfortable situation lowering the chance to be understood. Therefore and according to Scrivener (2005) it is a need for students to work on the learning of stress pronunciation if they wish to be understood correctly according to the context in which they are. Taking into account the difficulties with the production of intonation Yangklang (2013) mentioned intonation as crucial part of pronunciation because it carries the meaning and intention of speech, therefore; the main problems with incorrect intonation while speaking are turn taking, which means that if the speaker do not master the intonation would not let the hearer understand when the idea being said is finished. Also, flat intonation can make a boring and

not interesting speech, which could also be considered offensive. For these reasons the author highlights that producing intonation in a correct way should be essential for EFL students.

Yangklang (2013) conducted a research about the improvement of English stress and intonation pronunciation using an e -learning programme. For the purpose of this study 40 out of 2.800 students from an English undergraduate programme of Nakhon Ratchasima Rajabhat were selected at random. These students were asked to take a pre-test for classifying their abilities before the use of the e- learning programme. After four weeks they had a post-test to check improvement. The results showed that as the e-learning programme is a portable material which promotes independent work, an important improvement on intonation and stress pronunciation was evidenced in students.

Graham (1978) in a study, that consisted of English native speakers who were also Spanish language learners, states that not much importance has been given to the essential duty of teaching intonation correctly. Furthermore, she points out that according to a survey applied half of the students believed intonation not to be important or decisive when producing speech. However Graham (1978) citing Politzer and Staubach (1965) explains how intonation can change the meaning of what is intended to be said by using the word "vamos" in spanish, as following: vamos (we are going), ¡vamos! (Let's go) and ¿vamos? (Shall we go?).

With the latter example it is evidenced that intonation is of great relevance in spoken language, but as claimed by Ramirez Verdugo (2005) it may also apply to written and read language to some extent. Therefore, it does not only work for the emotional and attitudinal expression but also it concerns with other functions of the language as the textual and interpersonal functions. As stated by the author when citing Halliday (1970) "Intonation is not only a matter of making oneself understood or having a good pronunciation: it is a way of expressing different meanings". Concerning the production of interlanguage intonation in non-native speakers of English, Ramirez Verdugo (2005) conducted a research which aimed to investigate how the spoken discourse regarding expressions of certainty and uncertainty might be affected because of the production of interlanguage in intonation in English second

language learners. For the purpose of this study data was analysed from two groups of participants; one were Spanish native speakers, who were learners of English as a second language and the other one were English native speakers. Ramirez Verdugo explains that participants were asked to read and interpret short conversation in order to analyse and compare the prosodic form produced by both groups. Results showed to pragmatic incompatibility in the expression of modality, which means that the message intended to be transmitted is affected because of Spanish speakers' wrong choice of the English tonal system.

Focusing in analysing how intonation might interfere in the production of intonation in the second language a study conducted by Valenzuela (2013) which aimed to find the differences and similarities when producing wh- questions, inverted questions and repetition questions in a foreign language, in this case English. The software Praat was used to analyse participants' responses. The participants were divided into two groups, Spanish speakers who spoke English as a foreign language and native speakers of English. The results showed both, similarities and differences among the groups. Similarities in the use of tones between the Spanish group and the English group were found in wh- questions, showing that for Spanish speaker wh questions are difficult to manage. Valenzuela (2013) claims that the differences in intonation between Spanish and English are important to pay attention to, due to the fact that speakers can transfer negatively the L1 intonation into the second language.

One of the most important fact to have in mind when referring to the analysis of intonation is the range of speech sound perceived by humans. According to Koffi (2016) human's audition is prepared to hear sounds frequencies from 20 Hz (hertz) to 20,000 Hz. Below that sounds cannot be perceived by humans' ear, these sounds are known as infrasonic. In the same sense, sounds that are beyond 20,000 Hz are out of human sound reach, these sounds are called ultrasonic. Errede (2002) in his research explains that the range frequency heard by humans is not a coincidence but a product of humans' characteristics. This means that the perception range is directly related to the production range of the voice. Also he claims that the perceptible sound responds to humans needs, this means that people do not

hear the infrasonic sounds otherwise they will be hearing all sounds produced by nature or animals and this would hinder the real sounds that are needed to be heard.

Chapter 2 – Problem statement and research proposal

2.1. Justification

It is well known that intonation and stress are important features of the spoken language. Intonation and stress are essential for an efficient comprehension and production of a language. Therefore, language learners are in the need of understanding the L2 intonation and stress in order to communicate effectively and efficiently in the target language. This study is relevant because of the significance of phonological features at the moment of communicating ideas. For instance, the proper use of intonation is essential and helps to transmit ideas beyond grammatical rules

The aim in this study was to analyse and compare English intonation produced by Spanish speakers studying English who have travelled abroad and students who have not, in statements, wh-questions and yes/no questions. In order to see if students that have travelled abroad acquire this suprasegmental feature or if there is any difference beyond speaking with more fluency and accuracy at the moment of being in a peaking English country.

2.2. Research questions

1.- To what extent Spanish EFL learners' study abroad experiences influence the production of English intonation in wh- questions, statements and yes-no questions?

2. - To what extent Spanish speakers who have not travelled abroad transfer Spanish intonation into English wh-questions, statements and yes- no questions?

2.3. Objectives

2.3.1. General objective

To analyse English intonation produced by native Spanish speakers.

2.3.2. Specific Objective

To determine if traveling abroad experience influence the production of English intonation in EFL Spanish speakers in wh questions, statements and yes-no questions.

To compare the intonation between EFL Spanish speakers who have lived abroad and those who have not.

To determine if EFL Spanish speakers transfer Spanish intonation into English wh questions, statements and yes-no questions.

2.4. Hypothesis

EFL Spanish speakers who have not studied abroad will transfer Spanish intonation into English wh questions, statements and yes-no questions.

EFL Spanish speakers who have studied abroad will produce English wh-questions, statements and yes-no question correctly.

Chapter 3 - The study

3.1. Introduction

This study was conducted through a quantitative approach experiment considering students who have been studying English for at least five years in an English teaching programme. These students were divided in two main groups, students who travelled abroad and students who have not travel abroad. To run this part of the research, Celce-Murcia (1996) examples were adopted as an instrument.

Secondly, the main features of a computer software called Praat, which has the faculty to record voice audios and analyse phonetics from the audios was used. Therefore, the analysis was made through this software obtaining the intonation of the participants and specific information, such as the pitch, pitch contour and intensity of each sentence read.

3.2. Study

This study was conducted under the quantitative approach regarding the category of non-experimental study. According to Belli (2009) this type of research presents data that is not modified by the researchers but naturally given, this means that participants are not divided by made up groups such as age or social status but for characteristics such as people that travelled and people that did not travelled abroad. In this case, participants that only studied in Chile and participants that studied in Chile but travelled a semester abroad to an English speaking country. In this experiment this type of division was considered mainly for the purpose of the analysis and because it was considered as the main characteristic that differentiated both groups of participants. Therefore, the first division was based on having or not the experience of studying a semester abroad. However, there was a second division regarding gender (females and males)

3.2.1. Method

Participants

24 Spanish native speakers from Concepción, Chile, participated in this study. All participants had at least studied five years in an English teaching programme at a Chilean University. From these students two groups of participants were formed; the first group, which from now on will be mentioned as NT (not travelled), consisted of 12 students from whom six were males and six were females, these participants had the characteristic of have been studying or had studied at least five years in a English teaching programme just in Chile, with a level of English between B2 and C1 according to the CEFR. The mean age of these groups of participants was 23 to 26 years old. The second group from now on mentioned as T (travelled) consisted of 12 students from whom six were males and six were females in a range of age between 23 and 26 years old. These participants had also been studying or had studied at least five years in English teaching programme but with the difference of have studied a semester abroad in an English speaking country, the English level of this group was between B2 and C1 according to the CEFR (Common European Framework of Reference for Languages), which according to Cambridge English language assessments, is a language standard internationally recognized that describes people's language skills and abilities which goes from level A1 to C2, being the last the more advanced level.

Materials and design

To conduct this study, nine sentences were used. These were three declarative statements, three wh questions and three yes/no questions. For each sentence the stress word was marked. Also, for wh questions and yes/no questions a context was provided in order to

help the participant find the focus of the question. The mentioned instrument was created based on Celce-Murcia's (1996) book. It presented a set of sentences and questions referring to teaching pronunciation from where the above claimed declarative statements, Wh questions and Yes/No questions were taken. (Appendix 1.1 for full instrument)

Besides, a computer software called Praat was used which according to Thu Lee & Brook (2011) was mainly created to help students and teachers to analyse phonetics in depth, and to see in full details all possible mistakes and errors in a target language. Also the author claimed that through this free download software, users are able to record their samples and get specific information, such as the suprasegmental, and segmental features. The main function of Praat in this study was to analyse sentences (declarative statements, wh questions and yes/no questions) in order to provide information such as pitch and intensity.

Procedure

Participants were asked to record nine sentences three times (9x3= 27), each participant recorded 27 sentences in total, 3 declarative sentences, 3 wh questions and 3 yes no questions. For wh questions and yes/no questions participants were asked to consider a context before recording which was not asked to be recorded.

The mentioned recordings took place in a psycholinguistic laboratory at a university and were saved in MP3 format audio file for it to be compatible with the analysis software (Praat).

The recordings (216 recordings, 9 per participant) were analysed with Praat, each sentence was analysed obtaining the pitch, pitch contour and intensity, the information regarding pitch and intensity was measured in Hertz (Hz) and decibels (Db), respectively. Also graphics were obtained in relation to pitch contour which represents the final intonation given to the recorded sentences by the participants.

3.2.2. Results

As previously mentioned, this study was conducted in order to analyse the transfer of Spanish intonation into English intonation by students of an English teaching programme. These results were analysed with a computer software called Praat. The results are provided in Hertz (Hz) that refers to frequency; pitch in decibels (dB) which refers to the intensity of the sound. Results are presented considering two main groups: Students that have studied a semester abroad (T) and students that have not (NT). From these groups two more categories were displayed regarding gender. Therefore, these were separated into female and males.

The two groups were asked to follow the same procedure, which has been described above. They read nine sentences; three declarative statements, three wh- questions and three yes/no questions (see appendix 1). The focus was to analyse pitch, intensity and pitch contour for determining if Spanish intonation was transferred to English intonation by participants and if so, to what extent this happens. Results were divided into two in order to compare them among the participant of the same gender.

Declarative statements

As claimed by Celce-Murcia *et al*., (1996), Declarative sentences in English are to be produced with a falling tone. For the purpose of picturing this, participants were asked to read three declarative sentences each. The mentioned sentences were taken from the above cited author (see appendix 1).

Comparison: The comparison of declarative sentences produced by participants were subdivided in gender. These are the following:

In one hand, figures display that up to 83% of T male participants were able to achieve the right tone pattern when producing declarative statements. The same percentage was obtained by NT male participants when producing declarative statements with a falling contour. On the other hand, 66% of T female participants produced the falling tone when

producing the declarative sentence, while NT females that produced the statements with a falling tone almost doubled T females' number. These result can be observed in the following figures obtained through the Praat software (see figures 8, 9, 10, 11)

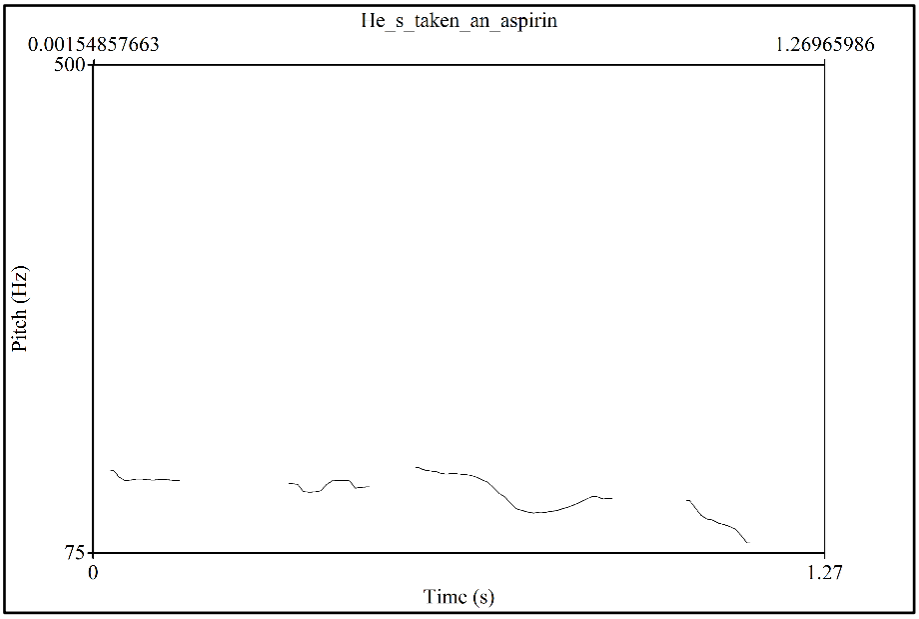


Figure 8. Sample of the pitch contour of a declarative statement produced by NT male participant.

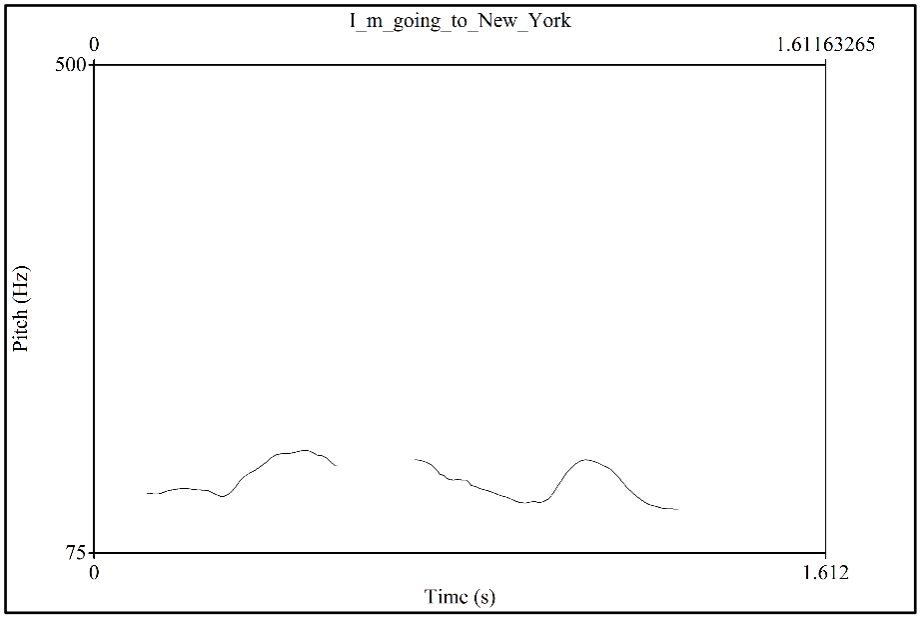


Figure 9. Sample of the pitch contour of a declarative statement produced by T male participant.

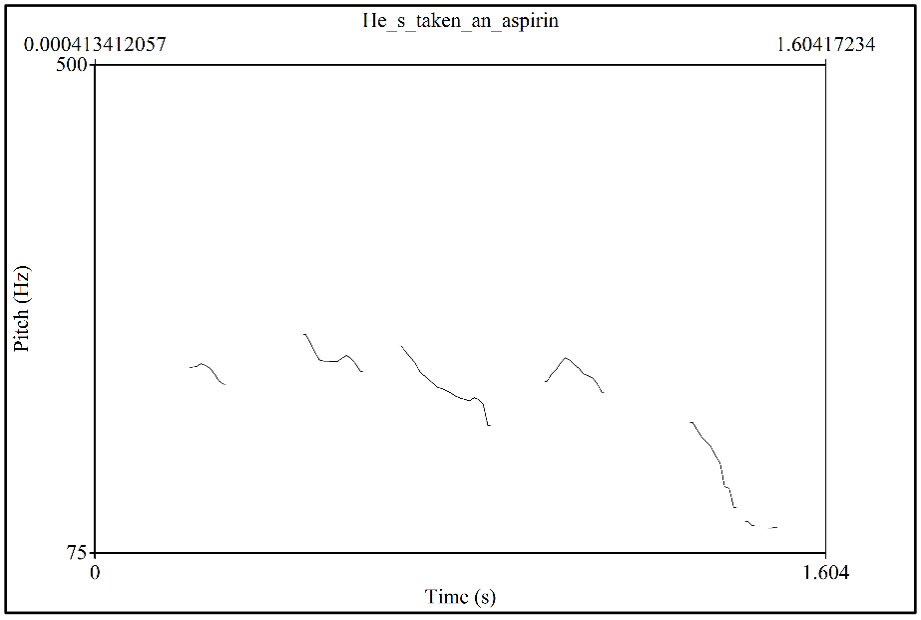


Figure 10. Sample of the pitch contour of a declarative statement produced by NT female participant.

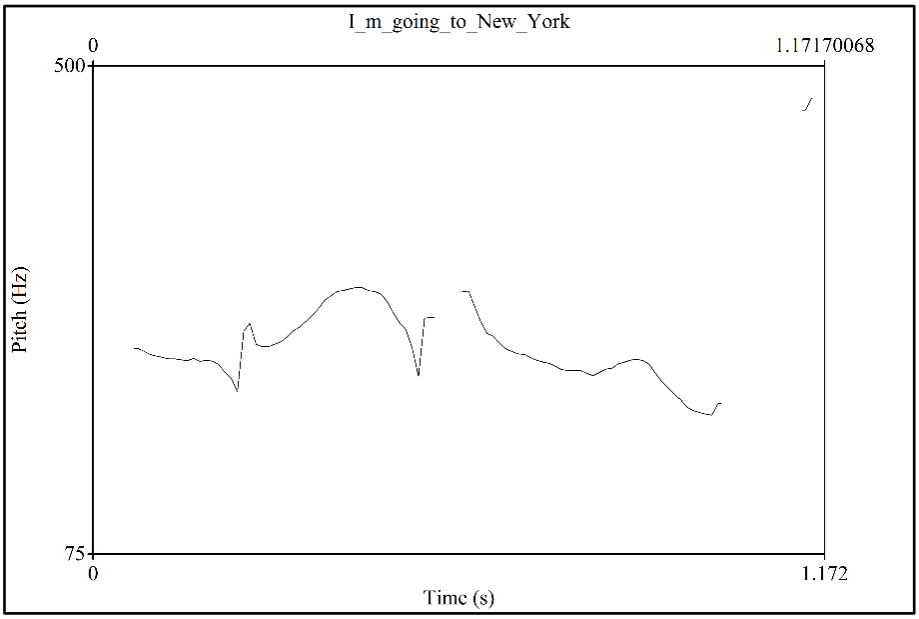


Figure 11. Sample of the pitch contour of a declarative statement produced by T female participant.

Regarding pitch and intensity there are some differences to take into account which were obtained when calculating the pitch mean. Considering Male Participants that have travelled (T) the mean pitch was 146 Hz which is marginally different than the mean pitch of NT male participants which reached to 143 Hz. That is to say that the difference between male participants slightly meets the 3 Hz. According to Koffi (2016) the acoustic difference to be noticeable for a human hearing needs to be over 20 Hz, in this case the difference was only 3 Hz so it is consider unnoticeable for a human hearing perception, this result shows that the difference in the male group was not significant. Considering females participants, differences were noticeable. NT females' mean pitch was 213 Hz while T females produced a mean pitch of 237 Hz which means that the difference between these two groups was of 24 Hz. Taking into consideration Koffi's (2016) research, which states that the minimum frequency range perceived by humans is 20 Hz, females' difference could be perceived by human hearing, even though the difference is not notoriously over 20 Hz, it can be slightly detectable.

Regarding intensity both groups produced similar force at the moment of producing the differences sentences.

The following table exemplify the results for male and female participant in declarative statements.

Table 1
Mean of declarative statements

Participants	Mean Pitch	Intensity average
Females NT	213 Hz	62 Db

Females T	237 Hz	65 Db
Males NT	143 Hz	62 Db
Males T	146 Hz	65 Db

Note: NT, not travelled; T travelled.

Wh- questions

Celce-Murcia *et al*., (1996), states in her work that in the English language Wh-questions are produced with a falling contour. As in the previous sentences, participants were asked to read three wh- questions each which were taken from Celce-Murcia *et al*., (1996). (See appendix 1).

Comparison: The comparison of Wh- questions produced by participants were subdivided into gender. The comparison and results are the following:

When producing the pitch contour in Wh- questions figures showed that only 17% of male NT participants were able to produce a falling tone. In contrast, 83% of T male participants produced wh- questions with a falling contour which means that NT male participants transfer the Chilean Spanish rising intonation for wh- questions into English intonation. Regarding female participants, figures showed a different scenario. 83% of NT female participants produced the questions with the falling contour, on the contrary, in the T female group only a 66% of the participants were able to produce the correct tone. Samples of these results are represented in the following illustrations. (See figures 12, 13, 14, and 15).

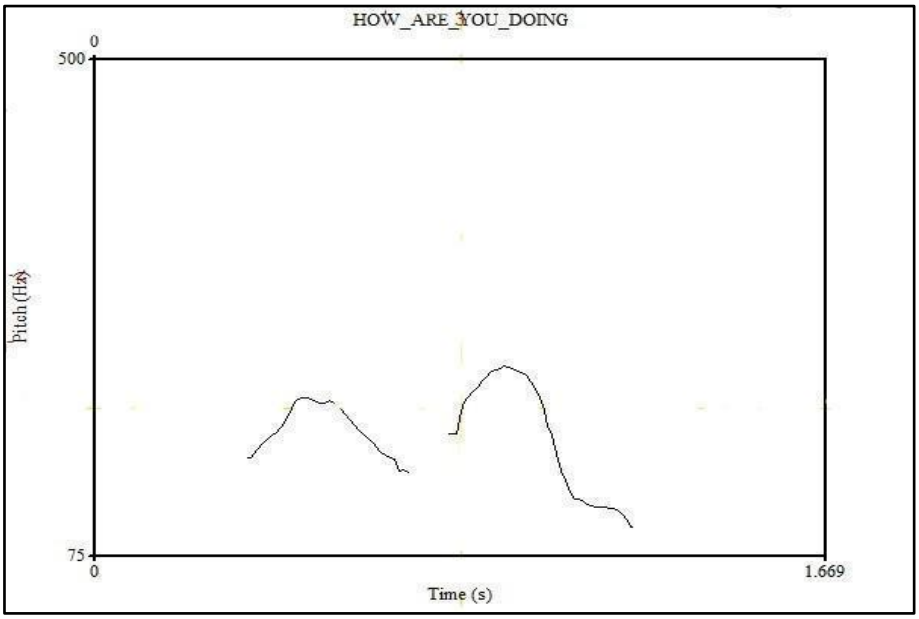


Figure 12. Sample of the falling pitch contour of a Wh- question produced by a T male participant.

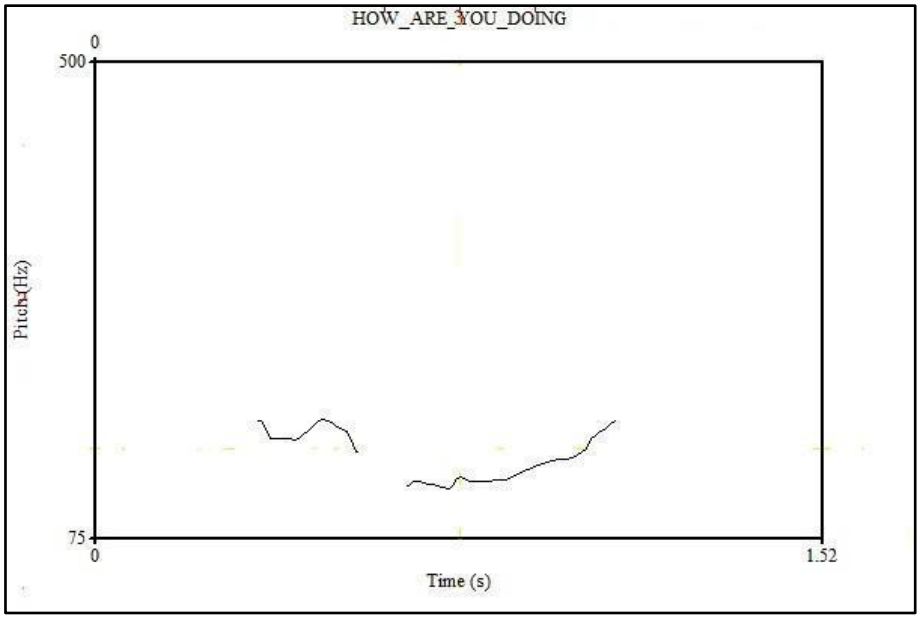
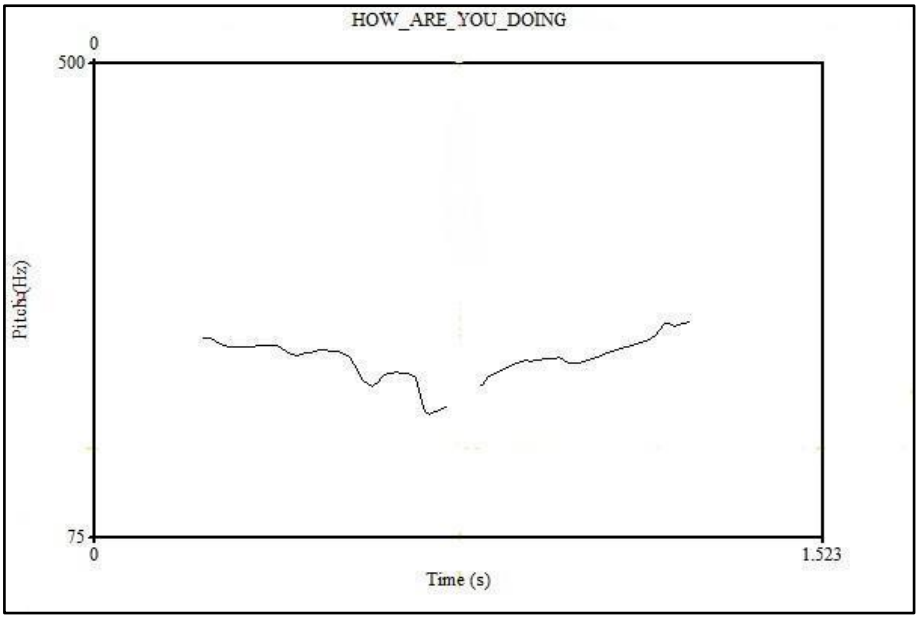


Figure 13. Sample of the rising pitch contour of a Wh- question produced by a NT male



participant.

Figure 14. Sample of the rising pitch contour of a Wh- question produced by a T female participant.

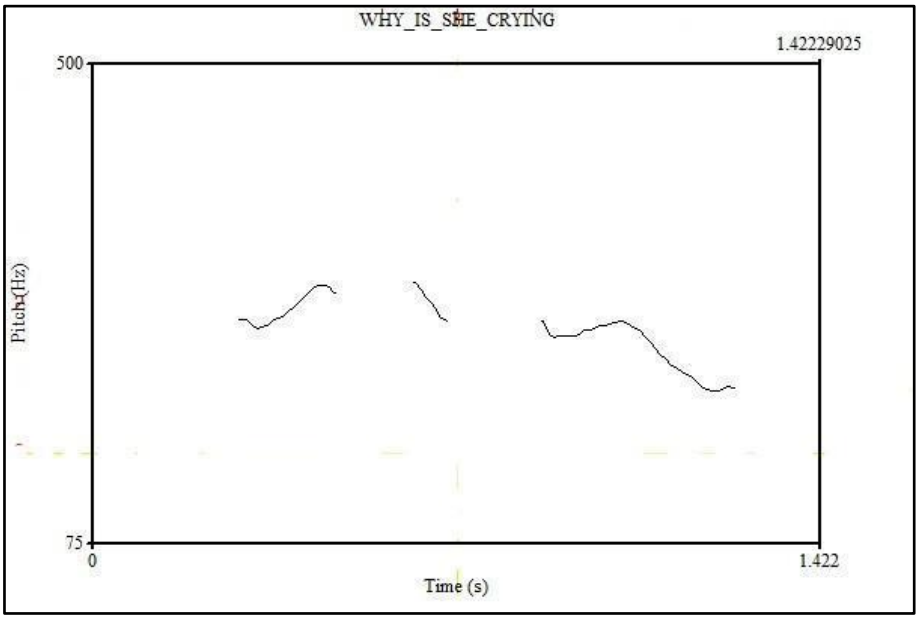


Figure 15. Sample of the falling pitch contour of a Wh- question produced by a NT female participant.

Referring to the numbers that represent the mean pitch produced by participants, it is possible to argue that pitch mean in NT male participants reached to 156 Hz while for T male participants the number was 164 Hz. The differences in pitch between these two groups of male participants was 8 Hz, which indicates that the difference is an infrasonic sound, so it cannot be perceived by human beings. With regard to females, the mean pitch in NT female participants was of 215 Hz which is different to the 261 Hz produced by T female participants. This means that the difference between these groups was over 40 Hz a noticeable acoustic difference which can be heard as different for human beings and native speakers of English, and show a correlation between the differences in the final pitch contour

Regarding intensity the results show no significant differences among the groups. . (See table 2)

The following table resumes the results of the mean pitch and intensity.

Table 2
Mean of Wh- questions

Participants	Mean Pitch	Intensity average
Females NT	215 Hz	49 Db
Females T	261 Hz	65 Db
Males NT	156 Hz	62 Db
Males T	164 Hz	65 Db

Note: NT, no travelled; T ravelled.

Yes/No questions

Contrary to the falling tone pattern that characterises the declarative statements and wh- questions, Yes/no questions are to be produced with a rising contour as claimed by Celce-Murcia *et al*., (1996). Participants also were asked to read three questions which were taken from the same author's work. (See appendix 1)

Comparison: The comparison of yes/no questions produced by participants were subdivided into gender. The comparison and results are the following:

The analysis of yes/no questions presents a completely different scenario than the previous statements and wh-questions. Male participants performed as following; 100% of NT male participant produced the yes/no questions with a rising contour and the same happened with T male participants. Having produced the correct contour might indicate that participant

in both groups managed the correct intonation of yes no questions possibly because they transferred Spanish intonation into the English sentences.

Regarding females, the results show that 83% of NT female participants were able to produce the yes/no questions with a rising contour whilst 100% of T female participants reached the correct tone for yes/no questions. These results are sampled through the figures obtained with Praat software. (See figures 16, 17, 18, and 19)

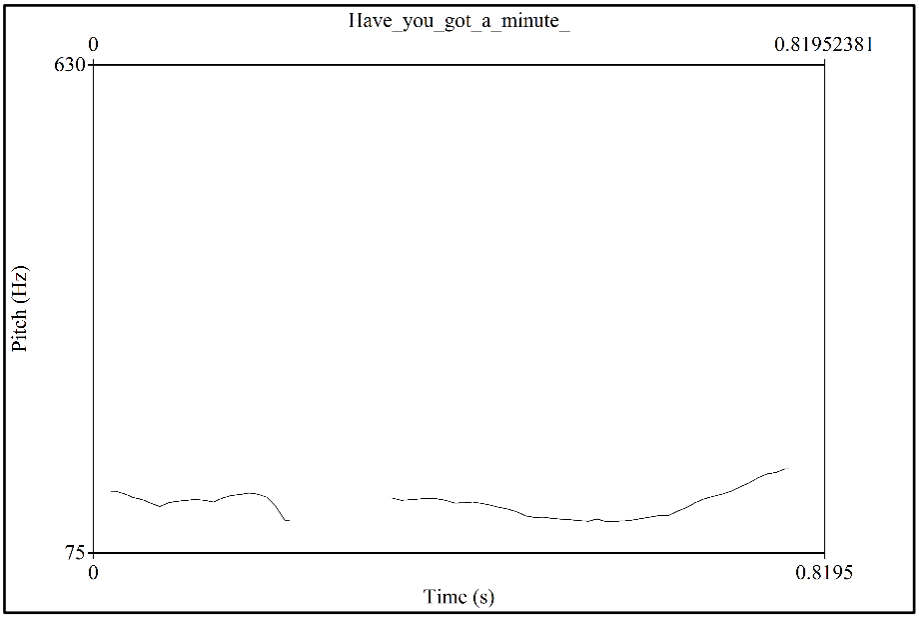


Figure 16. Sample of the contour of a yes/no question produced by a NT male participant.

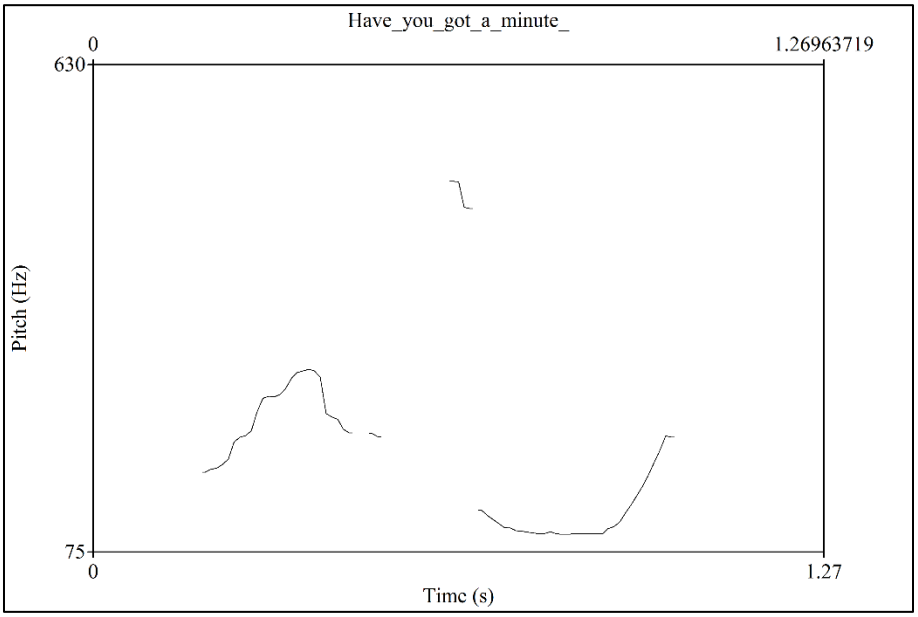


Figure 17. Sample of the pitch contour of a yes/no question produced by a T male participant.

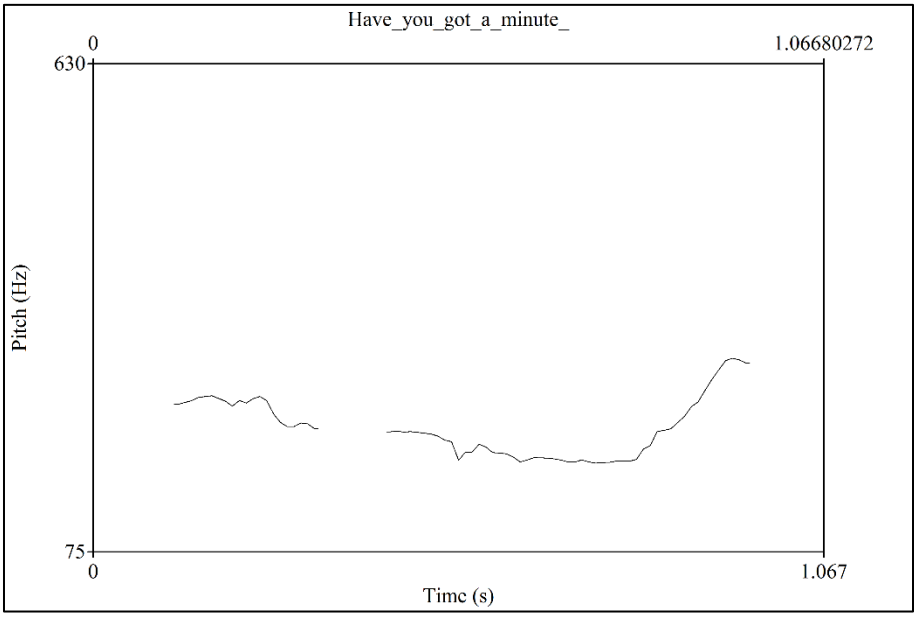


Figure 18. Sample of the pitch contour of a yes/no question produced by a NT female participant.

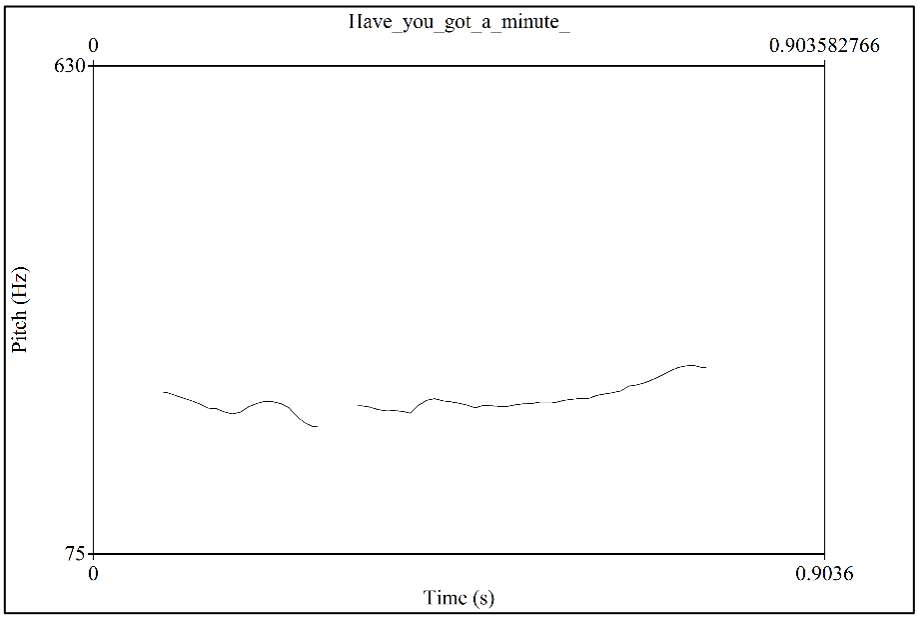


Figure 19. Sample of the pitch contour of a yes/no question produced by a T female participant.

Regarding the pitch mean produced in yes/no questions, it is important to highlight that; even though the frequency range did not exceed 20 Hz; this time the difference between males was 16 Hz, which indicates that acoustically the difference cannot be perceived. NT male participants achieved the pitch mean of 159 Hz and T male participants obtained 175 Hz. For the female groups, NT female participants obtained 251 Hz while T female participants reached a mean pitch of 272 Hz, making the difference between both of 21 Hz, this result is in the borderline for acoustic distinction that in the case of being noticeable it will be minimum.

The intensity in both groups did not show any significant difference, showing that the force used in all the sentences was similar without mattering the exposure to the language. (See table 3).

Table 3

Mean of yes/no questions

Participants	Mean Pitch	Intensity average
Females NT	251 Hz	52 Db
Females T	272 Hz	66 Db
Males NT	159 Hz	64 Db
Males T	175 Hz	68 Db

Note: NT, no travelled; T ravelled.

Chapter 4 – Discussion, conclusion and limitations

4.1. Discussion

In this research, the main focus was the intonation produced by a determined group of females and males Spanish native speakers who studied in an English Teaching Programme at a Chilean University. During the process of collecting data, it was implemented three statements, three wh questions and three yes/no questions as part of the instrument which aimed to analyse to what extent Spanish intonation was transferred into English by the two different groups of participants.

It is possible to see that results of male Spanish speakers' performances regarding the two groups, participants that travelled (T) and participants that did not (NT) had minor

differences in terms of pitch (Hz) and decibels (Db) showing a frequency range < 20 Hz. This means according to Koffi (2016) that the difference cannot be perceived. Regarding these, men's performance followed the same pattern despite the different academic situations that they have faced while studying in an English teaching programme. As stated by Demirezen (2015), when the learning process of a second language includes correctly all suprasegmental features learners are more accurate and improve their communication abilities, this statement might explain the result found in this study by arguing that both, learners that studied a semester abroad and the ones that did not, had the opportunity to be part of an accurate phonetic course, because as claimed by Atoye (2005) the main problem for second language learners to acquire a proper intonation is the low importance given to this feature in EFL lessons.

Considering females from both groups (T and NT), a different pattern to what was observed in males was found, female Spanish speakers showed to have more differences regarding pitch (Hz) and intensity (Db). According to Errede (2002) pitch > 20 Hz is fully perceived for all humans, due to this, it is possible to claim that variations between the groups are more noticeable in all sentences types. This specific situation and as argued by Valenzuela (2013) might be a situation of non-native speaker transferring negatively the L1 intonation into L2. Also, Yangklang (2013) states that apart from L1 there are factors such as words borrowed from English or rooted in the mentioned language. Also, referring Yangklang (2013) it is possible to argue that this interference could have been provoked not only by L1 transfer but also by other factors such as words learners know from their L1 which are borrowed from English or rooted in the mentioned language, therefore; they produce intonation of these words as they previously know.

The results of the final pitch contour production by males that travelled and the ones that did not, showed that men that travelled a semester abroad completely achieved the final tone expected. Considering males that did not travelled abroad, patterns were achieved just in two of the type of sentences; main issues were observed in wh - questions with were only a

17% of the groups performed correctly. The inaccurate pattern production was a rising tone instead of a falling tone (see figure 13). This might be explained according to Valenzuela (2013) referring to Celce-Murcia et al., (1996) by arguing that as in Spanish the variation of intonation is no broad, learners might try to transfer their L1 intonation into L2. Moreover; according to Ramirez Verdugo (2005) quoting Halliday (1970) this might be produced by EFL learners not understanding that intonation is not only a good pronunciation but the production of the correct meaning of the sentence.

On the other side, results for female participants presented low variation among them. It is significant to mention that female participants who have not travel abroad performed better than the ones that did travelled abroad, this is observed in the higher percentage of proper productions of all tonal patterns, where NT females obtained between 83% and 100% in the different patterns while mostly 66% of T females produced the final contour correctly. Main differences were observed in the production of the tonal pattern of wh- question and declarative statements. These could be ascribed to the same reasons given to males' misproduction of intonation which has as main factors the lack of input learners receive from the environment together with the low attention paid by teachers to this area leading learners to not being aware of pronunciation (Demirezen 2015).

Taking the previous into consideration it is clear that the first hypothesis of this study regarding learners that did not travelled abroad was confirmed, however the second hypothesis was not validated because the transfer of intonation occurred in both groups of participants; though, in different type of sentence production, moreover, both research questions were answered.

4.2 Conclusions

The aim of this research was accomplished and the objectives as the hypothesis were clarified. The main expectations from this study based on the research questions were to

analyse Spanish EFL learners performance in terms of intonation, and see to what extend they were capable to influence and transfer their experiences in the production of English wh-questions, statements and yes-no questions.

Research question one was answered showing that 83% of participants who travelled abroad reached a successful production of wh-questions, yes/no questions and declarative sentences in English. In the case of Research question two, it was answered showing that participants also got 83% of successful production. This means that the extent to what the L1 is transferred into the L2 is almost the same for both groups. It is key to highlight that for both research questions it was needed to take into consideration features such as the pitch (Hz) and decibels (dB). These results were also obtained through recording sessions and analysed through Praat computer software.

The first hypothesis related to Spanish EFL learners who have not travel abroad was accomplished. Participants made minor mistakes in the sentence production in both female and male group of speakers reaching an overall 83% of successful production. In the group of male speakers, they were capable to reach the overall tone expected, but they failed in wh-questions. The second hypothesis related to Spanish EFL learners who have travelled abroad was not achieved successfully, because they made minor mistakes in the sentence production. In fact, males achieved successfully the overall tone expected while females reached only a 66% of correct tonal patterns. In general terms, T female group did not perform better than the NT females.

4.3 Limitations

There is an important factor identified in this study that limited the results and analysis obtained. The mentioned limitation was the time to collect the needed data which was not enough since it was difficult to find participants who could fulfil the needed profile for the purpose of this study. Therefore; it could have been worth to have the possibility to record more sentences in order to get a better average among the results. In conclusion, the difficulty

of finding the mentioned participants led us to have less time. In addition to this, it could have been better to count with more participants in order to have a wider variety of results to compare since results cannot be generalised in a phonetic study because personal characteristics are always present.

For further researches it could be important to consider participants' grades and development in their academic life in order to have a better view of their interest and dedication to improve in the phonetic aspect of the language.

4.4 Pedagogical Implications

The implications of this study into pedagogy have a direct relation to the awareness of intonation as a way to convey meaning and produce a proper communication in the L2. Atoye (2005) in his research describes intonation as an important feature for having a proper communication in an L2. Therefore, it is important to reinforce the teaching and learning of intonation in language lessons to help students to be aware of the importance of this feature. He also estates that intonation was proven to be an obstacle for English learners, because they are not capable to master it completely. This means that there is a need to introduce intonation in Chilean classrooms from the very basic level in order to help students to produce proper and efficient communication in the second language as soon as they start learning the language. Additionally, Demirezen (2015) stated that EFL learners do not have a successful performance in English intonation because of a possible lack of awareness from L2 teachers in promoting more material and content knowledge in this area. This leads us to argue that our classrooms are in need of language teachers who are willing to teach the L2 with the purpose of effective communication in oral production. It is important to mention that the purpose of being aware of intonation does not imply to seek a native like pronunciation, but to be conscious of the intention and meaning we wish to express when speaking in a second language.

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Appendices

Appendix 1. Instrument.

Instructions
You are going to record some WH questions, yes/no questions and statements. You have 2 minutes to read. For wh- questions and yes/no questions pay attention to the context. The stressed words are marked.
You will record once.

Declarative Statements

1. John's SICK
2. He's taken an Aspirin
3. I'm going to New YORK

Wh questions

Context:

You are meeting a friend at the mall, and you ask:

1. How are you DOing?

Your sister is with your mother crying and you ask:

2. Why is she CRYing?

You are a salesperson in a retail store, you have a customer, you ask:

3. What can I DO for you?

Yes / no questions

Context:

You go to your professor´s office to ask for some information, you ask:

1. Have you GOT a minute?
2. Can I ask you a QUEStion?

You went to see an apartment and you have the following question:

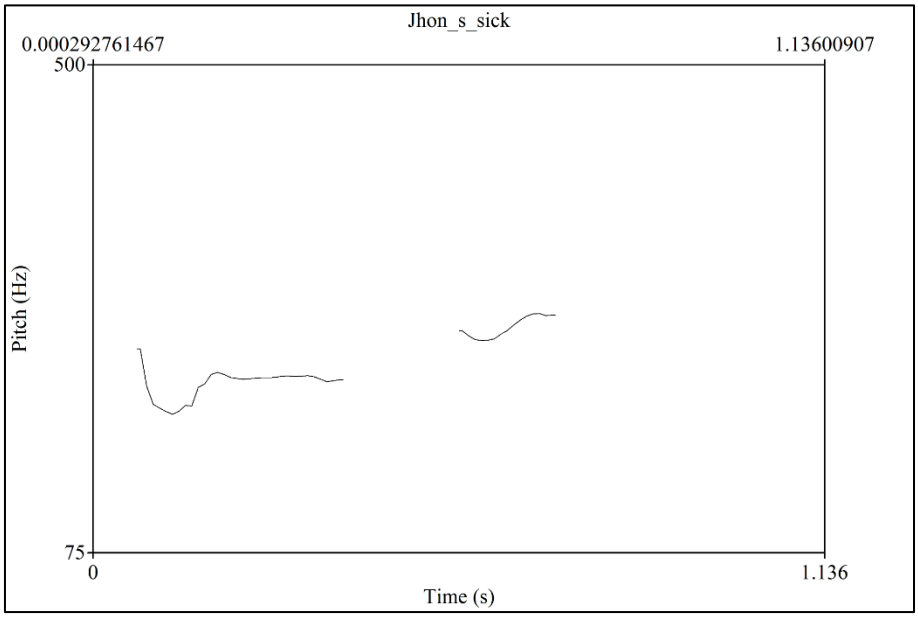
3. Is it a LIving room?

Appendix 2. Pitch contour images

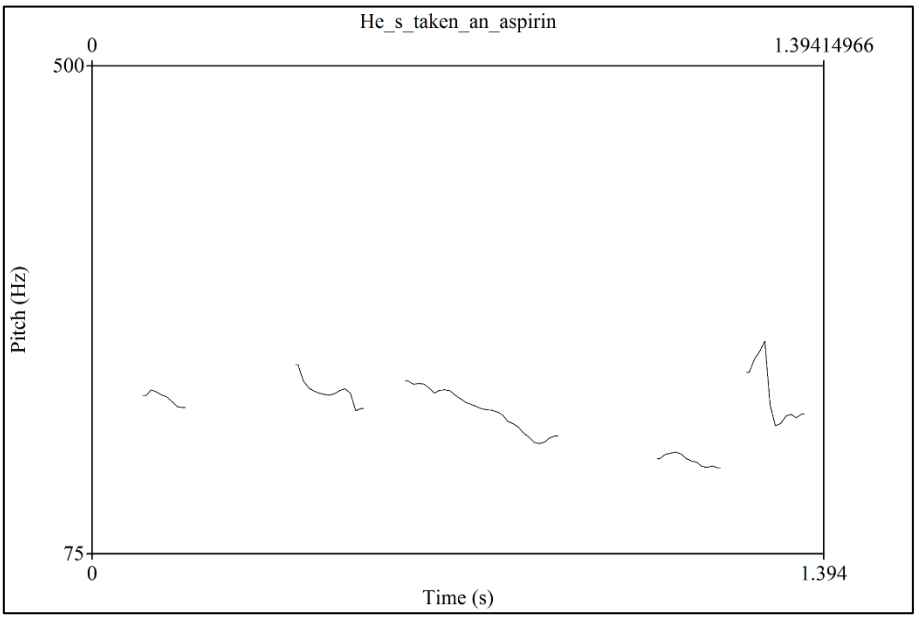
Group: Females who have travelled abroad.

Declarative statements.

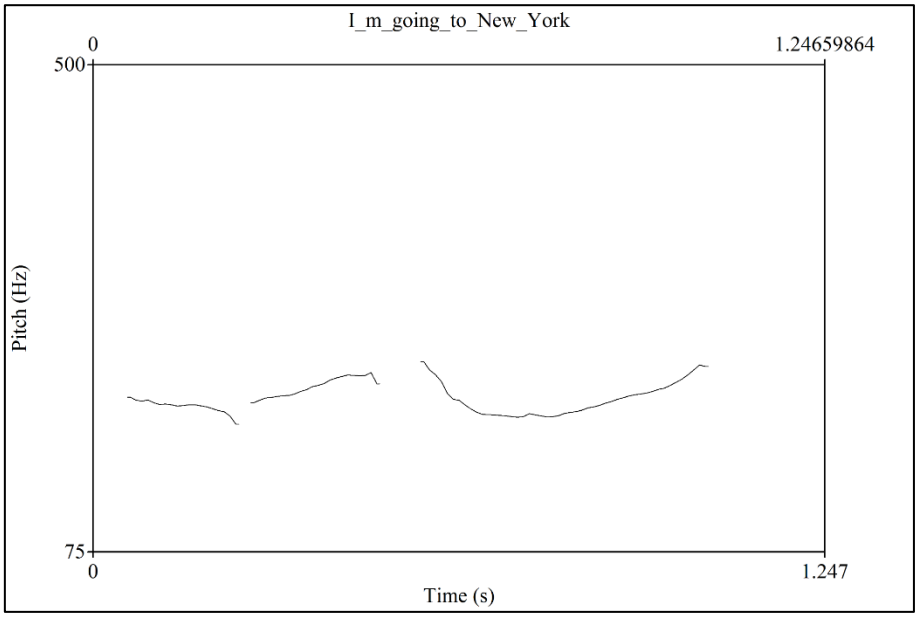
1. John's SICK



2. He’s taken an <u>ASpirin</u>



3. I’m going to <u>New YORK</u>

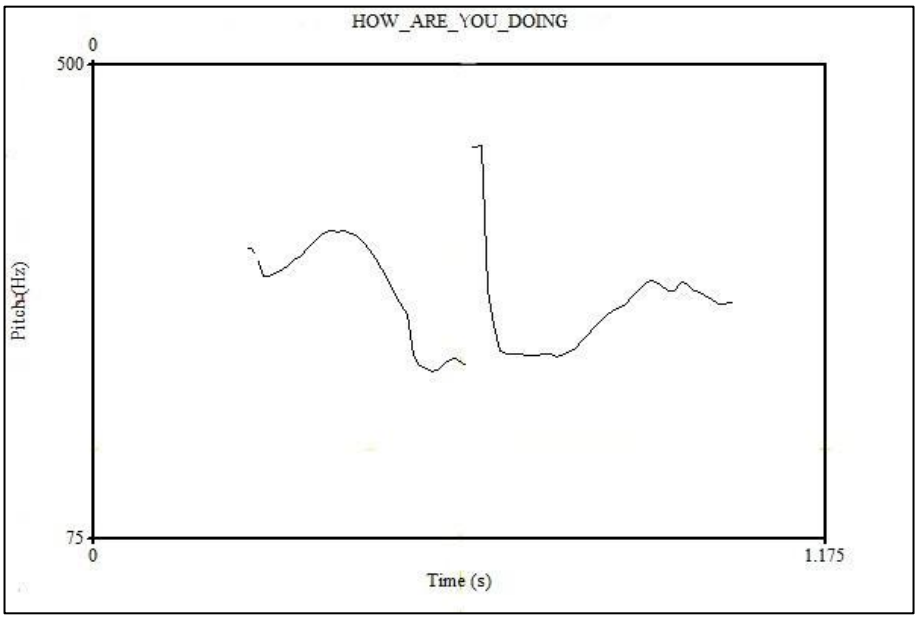


Wh questions

Context:

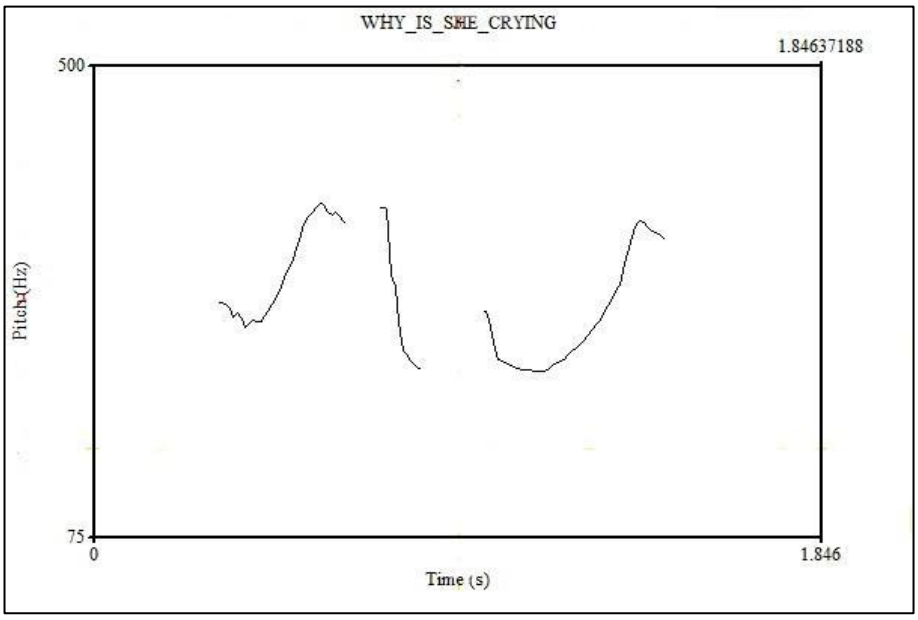
You are meeting a friend at the mall, and you ask:

1. How are you DOing?

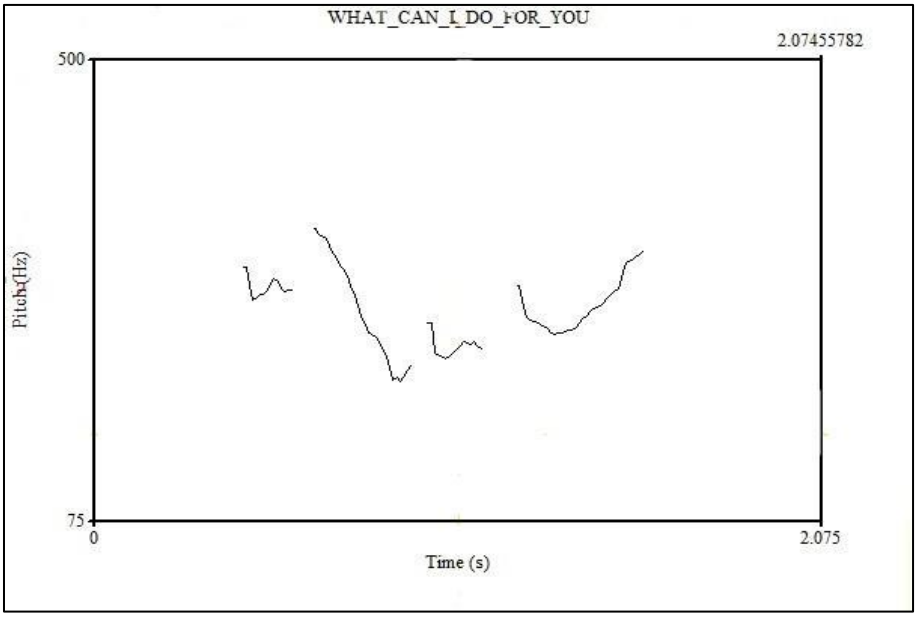


Your sister is with your mother crying and you ask:

2. Why is she CRYing?



You are a salesperson in a retail store, you have a customer, you ask:
3. What can I <u>DO</u> for you?

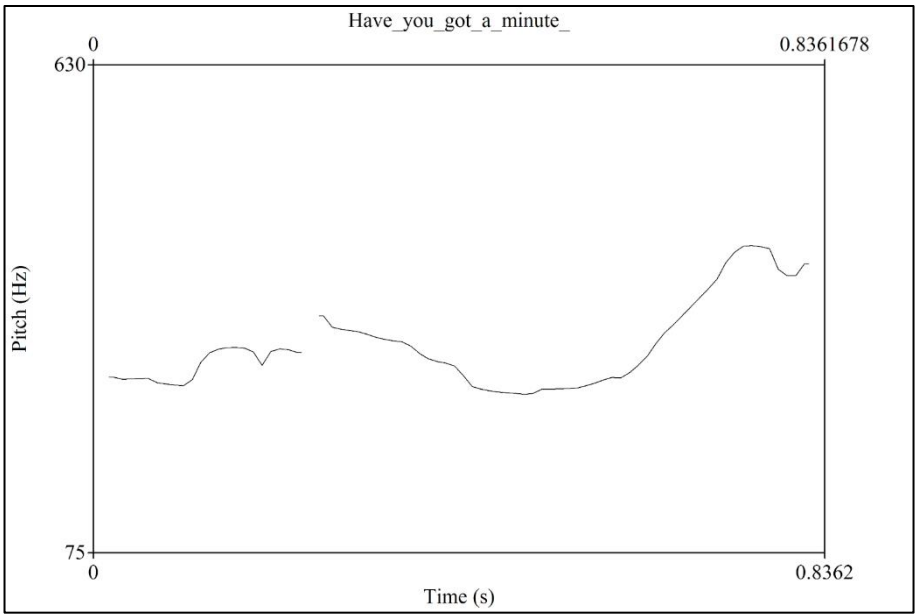


Yes / no questions

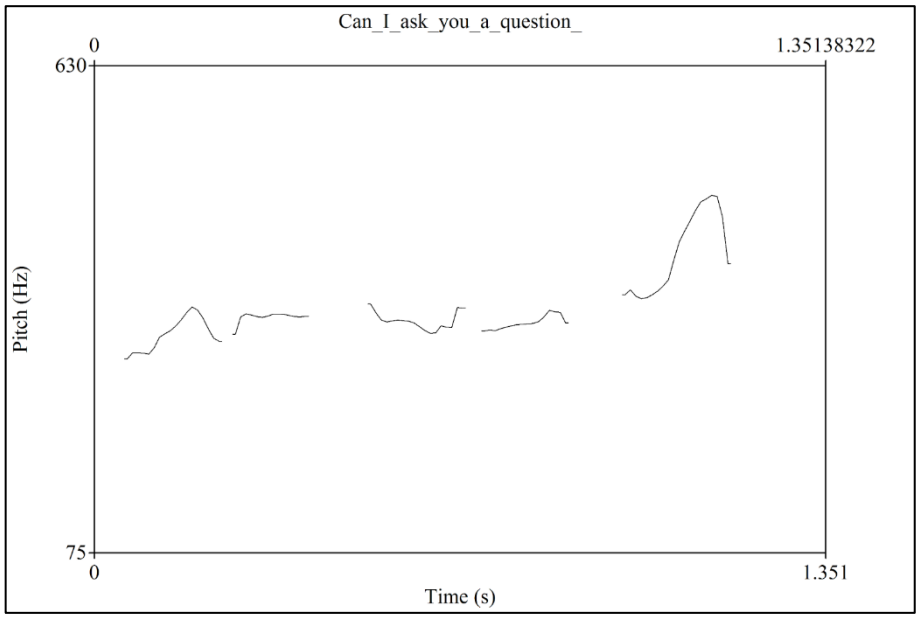
Context:

You go to your professor´s office to ask for some information, you ask:

1. Have you <u>GOT</u> a minute?

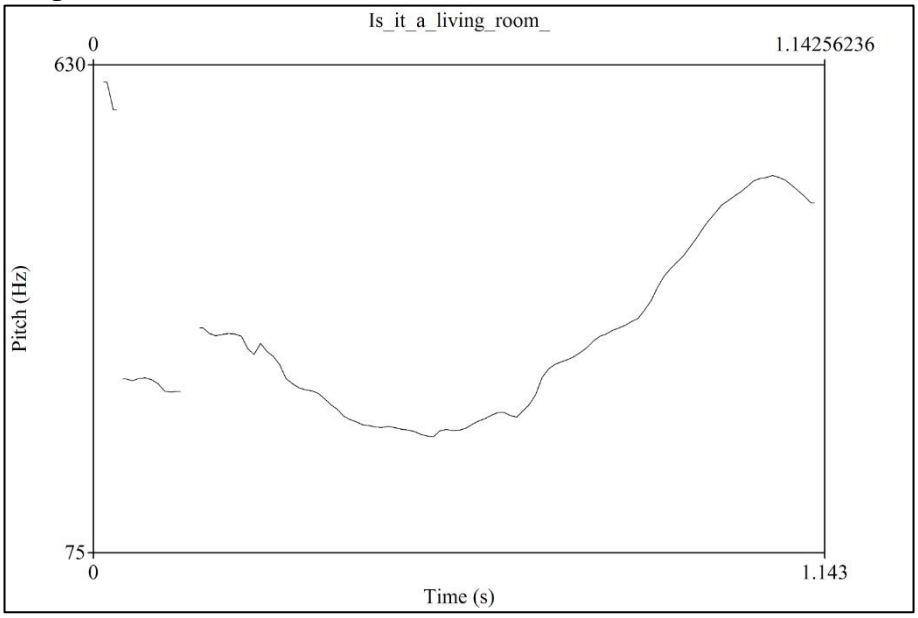


2. Can I ask you a QUEStion?



You went to see an apartment and you have the following question:

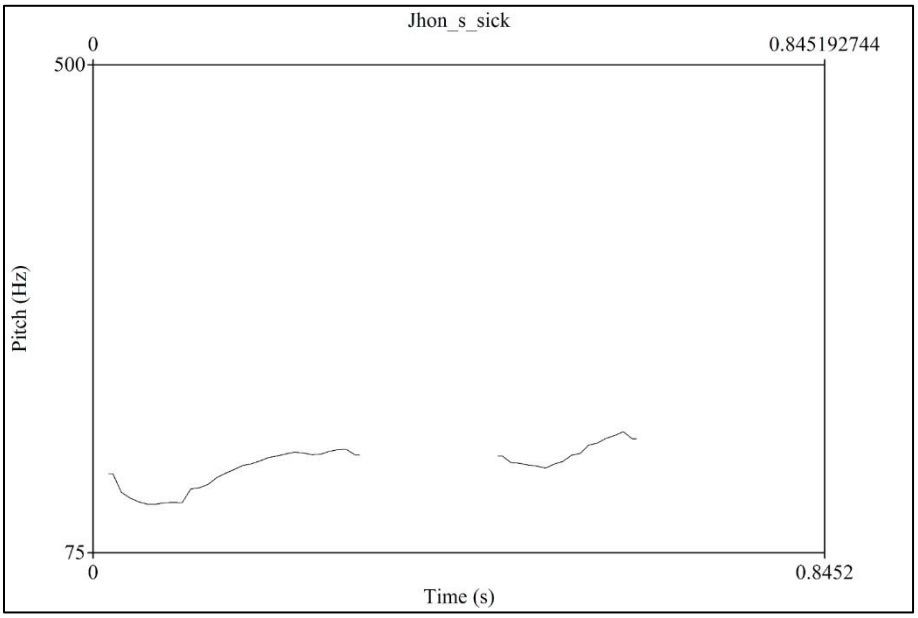
3. Is it a Living room?



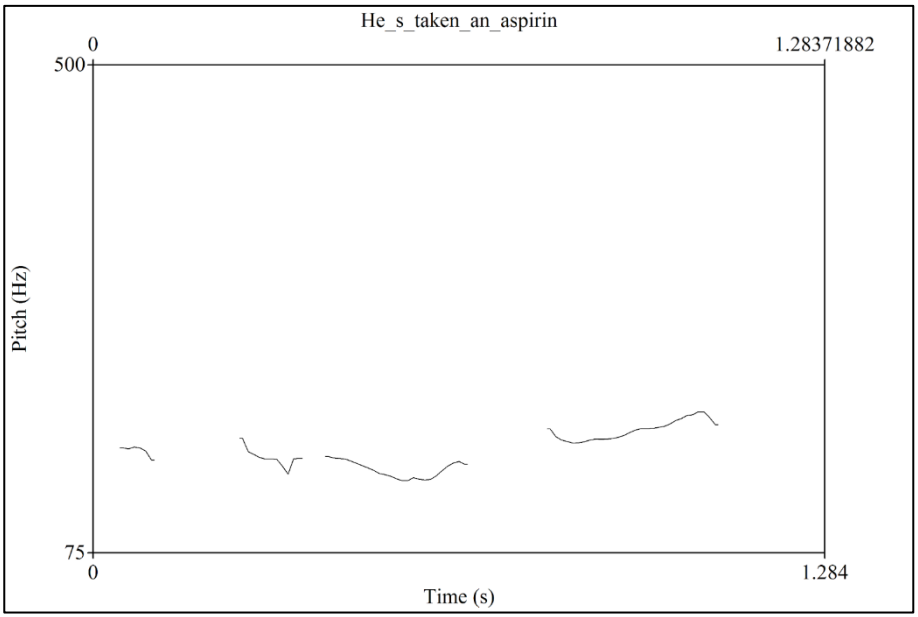
Group: Males who have travelled abroad.

Declarative Statements

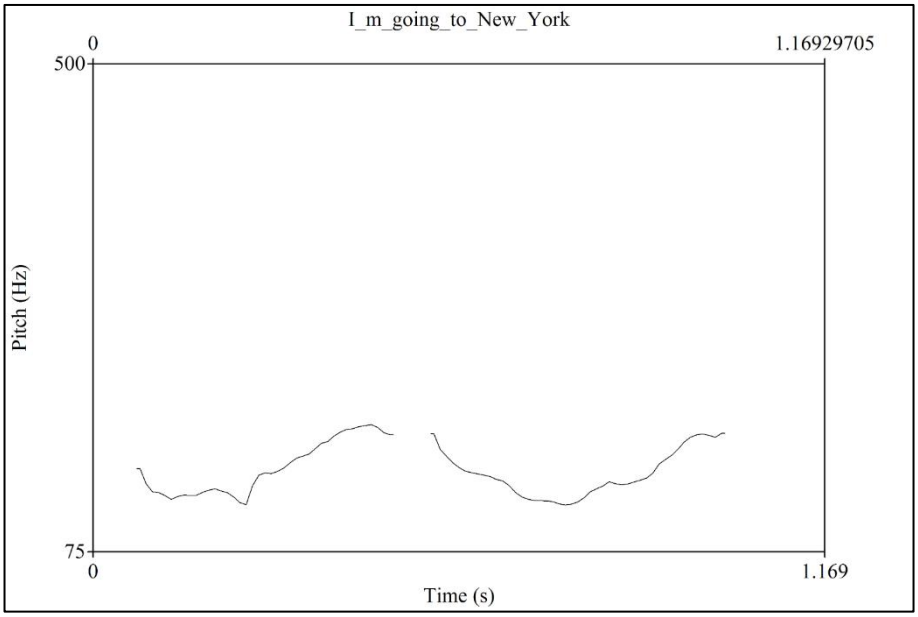
1. John's SICK



2. He's taken an Aspirin

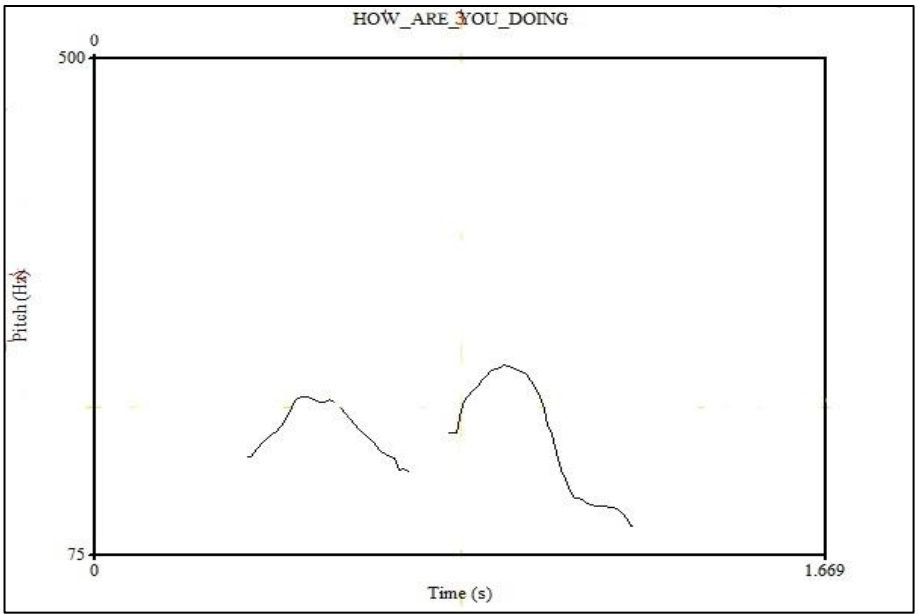


3. I'm going to <u>New YORK</u>



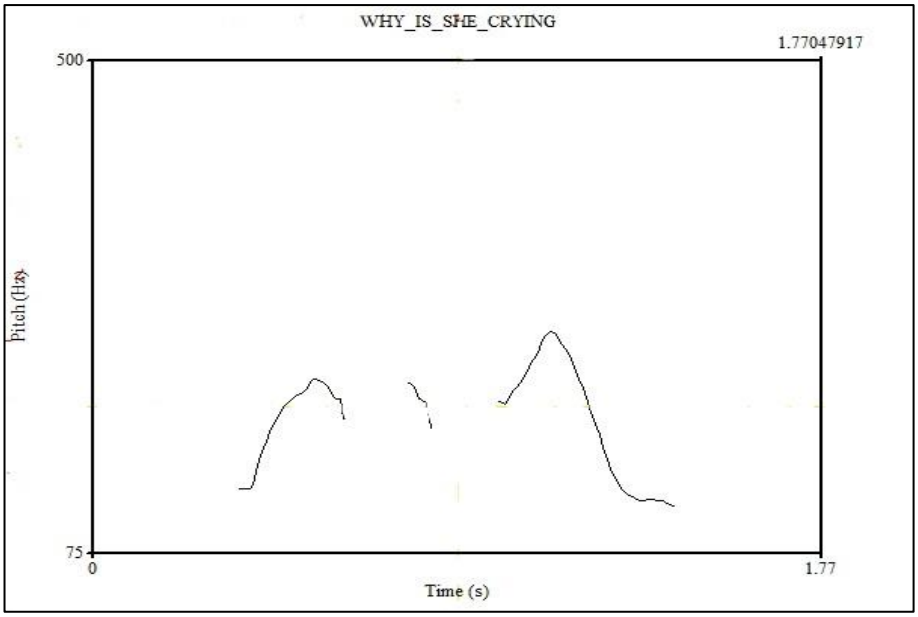
Wh questions

You are at the mall, and you ask: friend are you
1. How <u>DOing</u>?

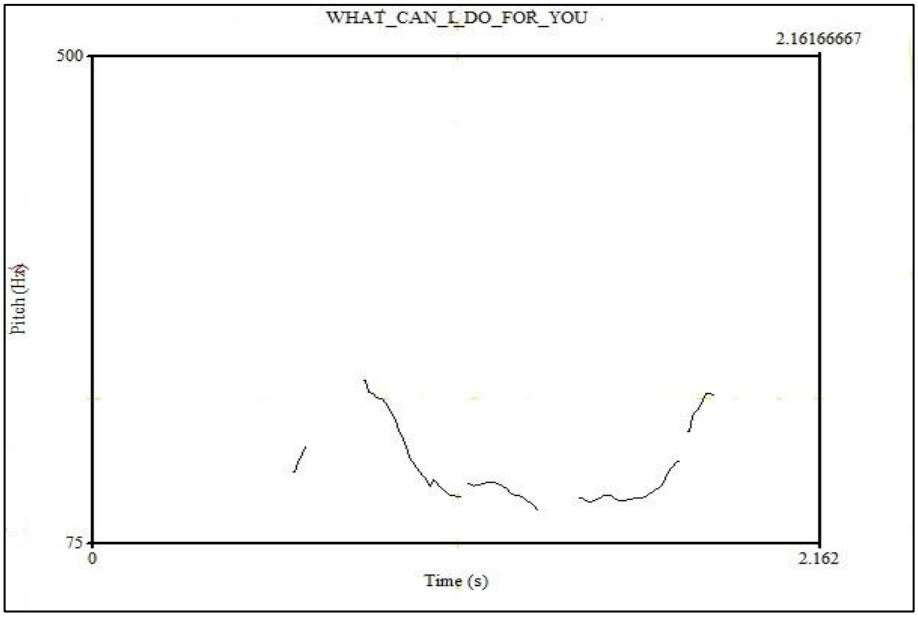


Context: meeting a

Your sister is with your mother crying and you ask:
2. Why is she CRYing?



You are a salesperson in a retail store, you have a customer, you ask:
3. What can I DO for you?

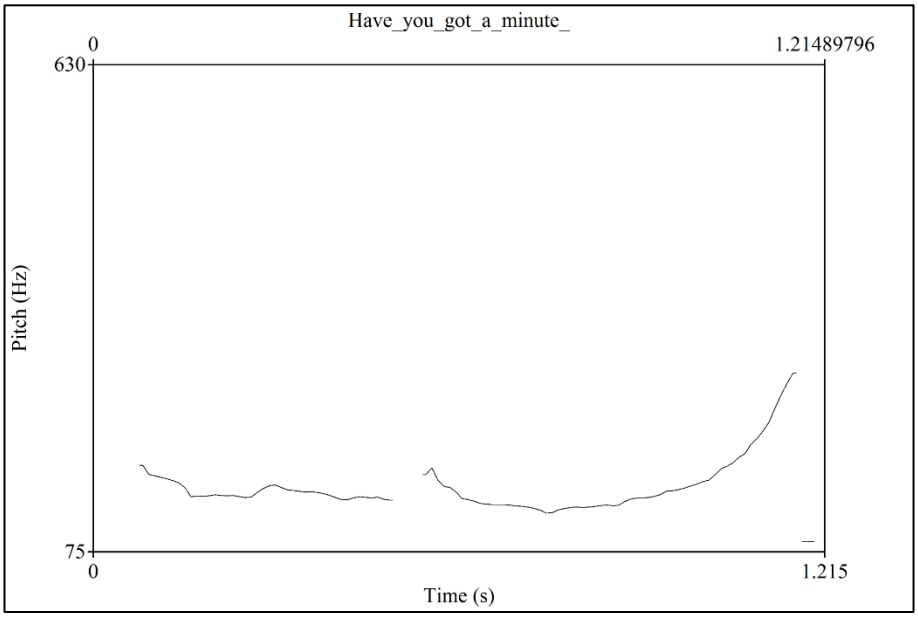


Yes / no questions

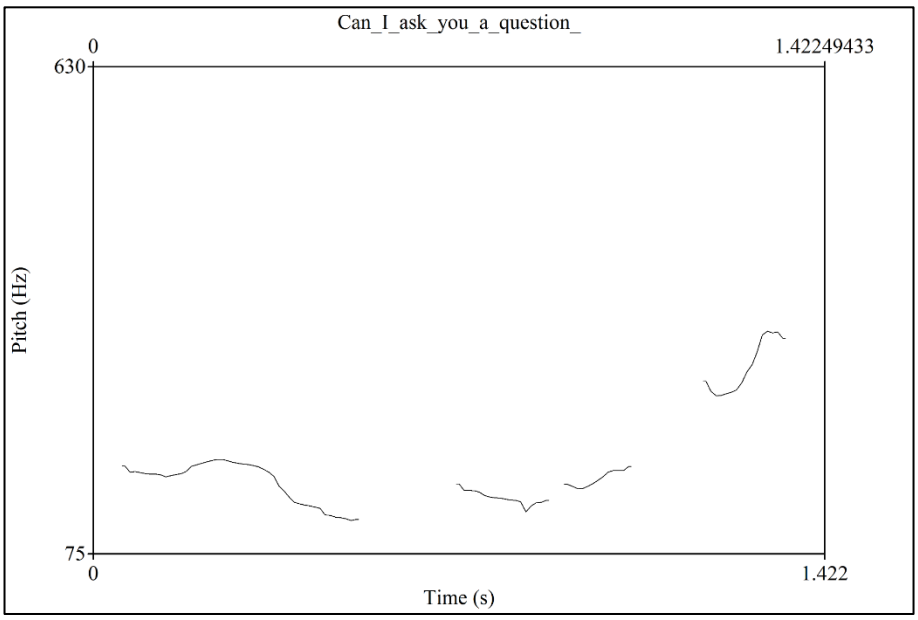
Context:

You go to your professor´s office to ask for some information, you ask:

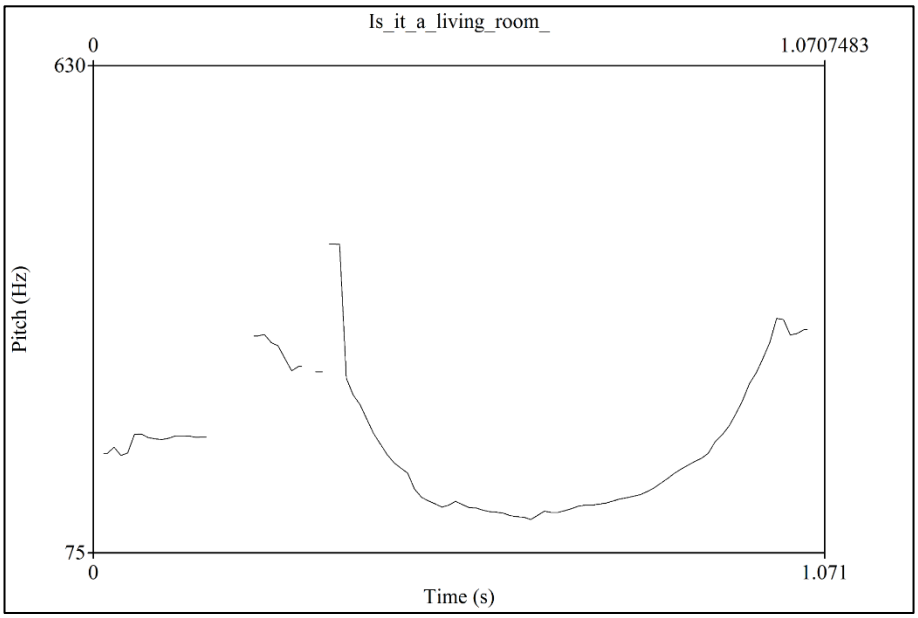
1. Have you GOT a minute?



2. Can I ask you a QUEStion?



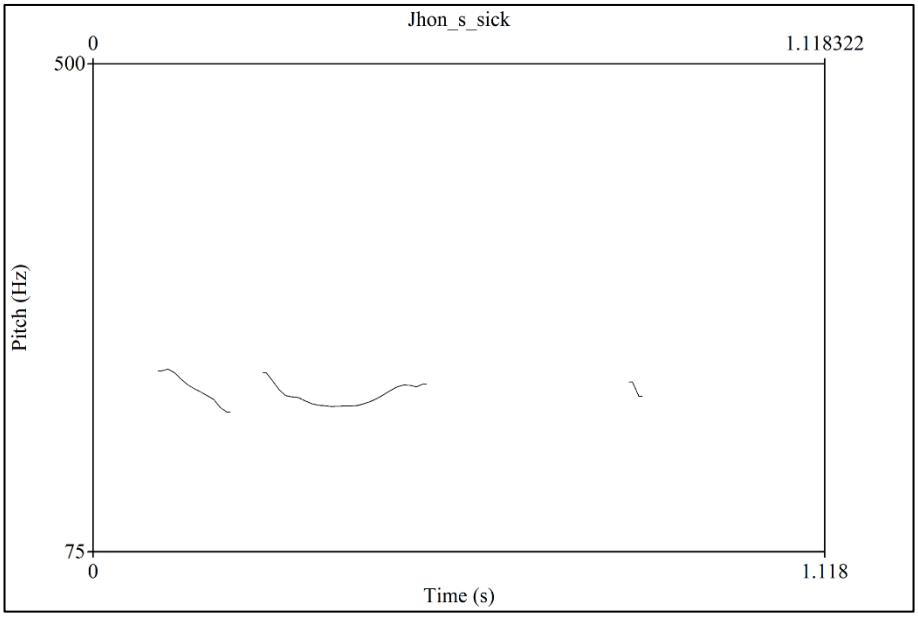
You went to see an apartment and you have the following question:
3. Is it a LIving room?



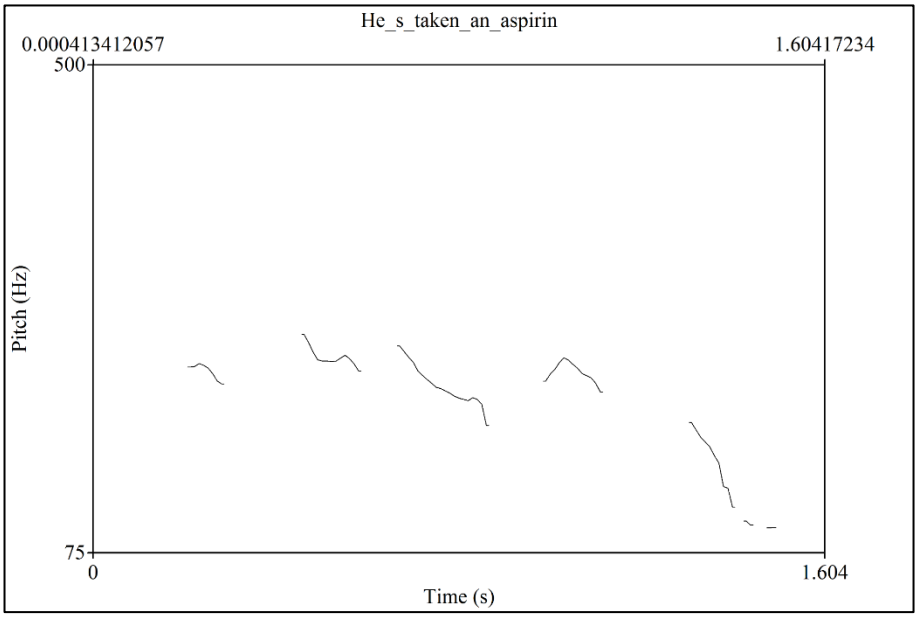
Group: Females who have not travelled

Declarative Statements

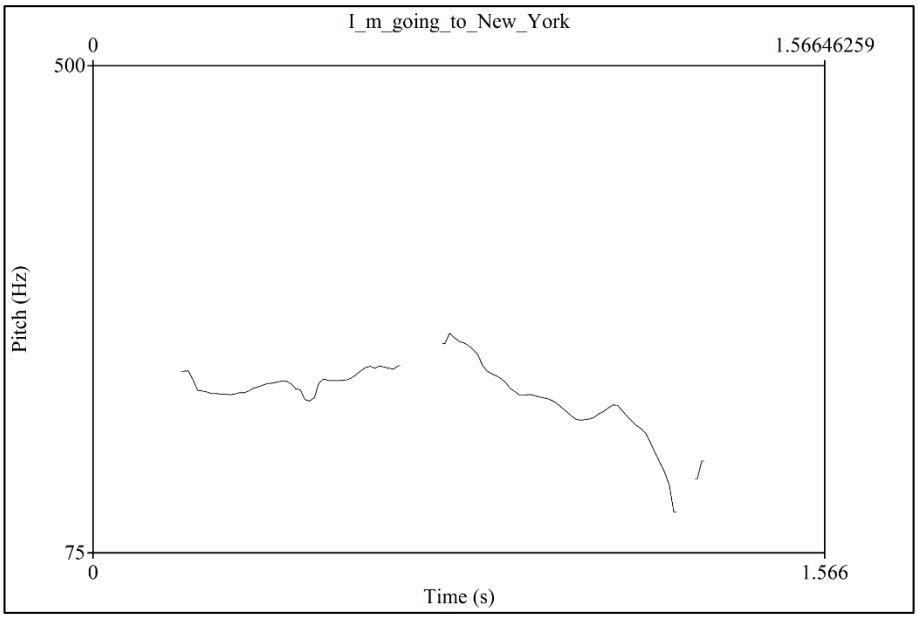
1. John's SICK



2. He's taken an ASpirin



3. I’m going to <u>New YORK</u>

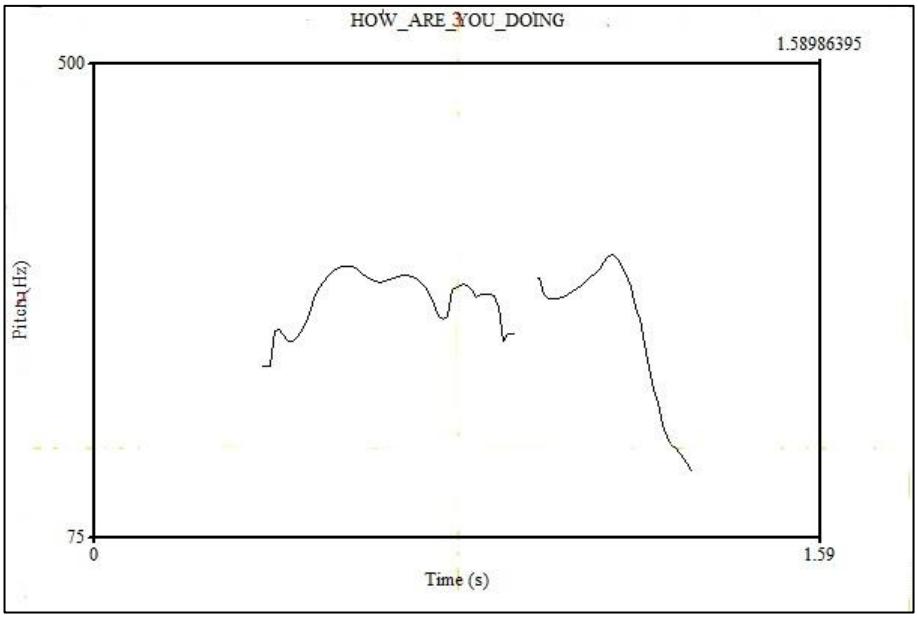


Wh questions

Context:

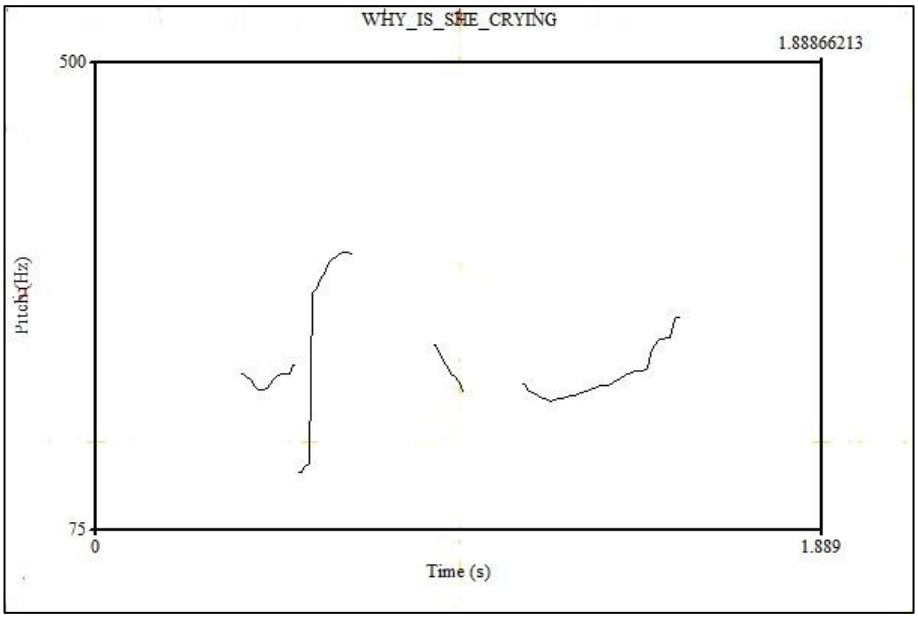
You are meeting a friend at the mall, and you ask:

1. How are you <u>DOing</u>?



Your sister is with your mother crying and you ask:

2. Why is she CRYing?



You are a salesperson in a retail store, you have a customer, you ask:

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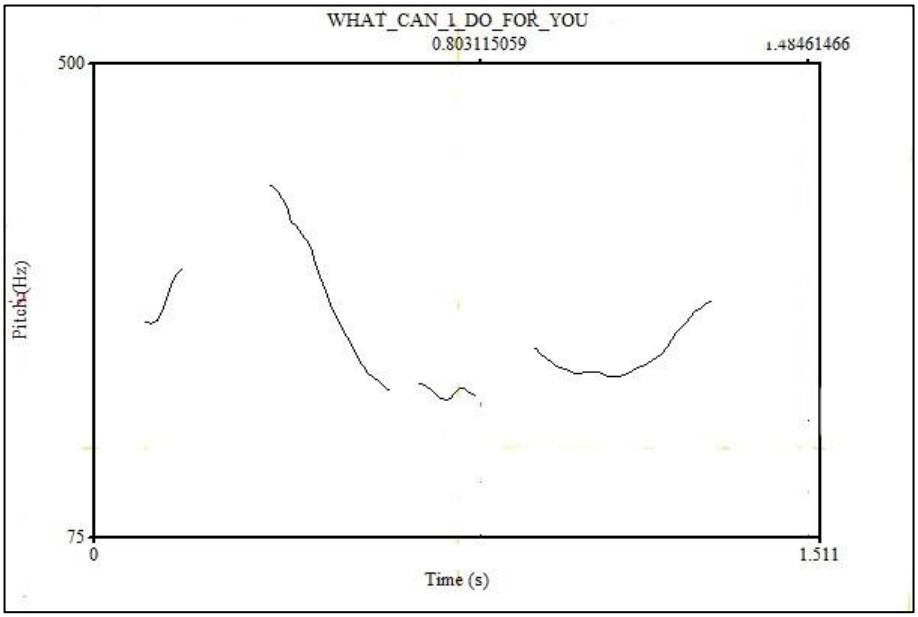
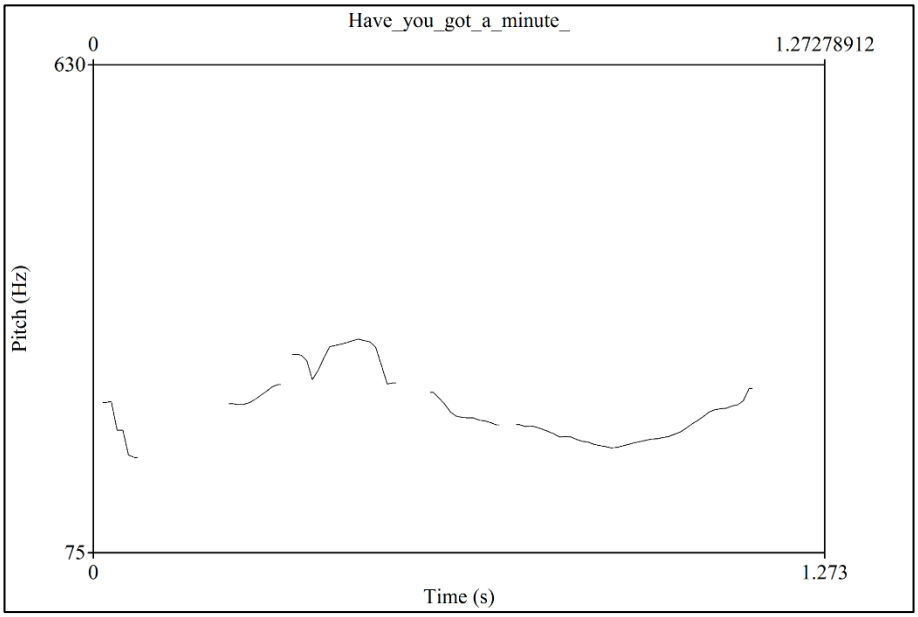


Yes / no questions

Context:

You go to your professor´s office to ask for some information, you ask:

1. Have you GOT a minute?



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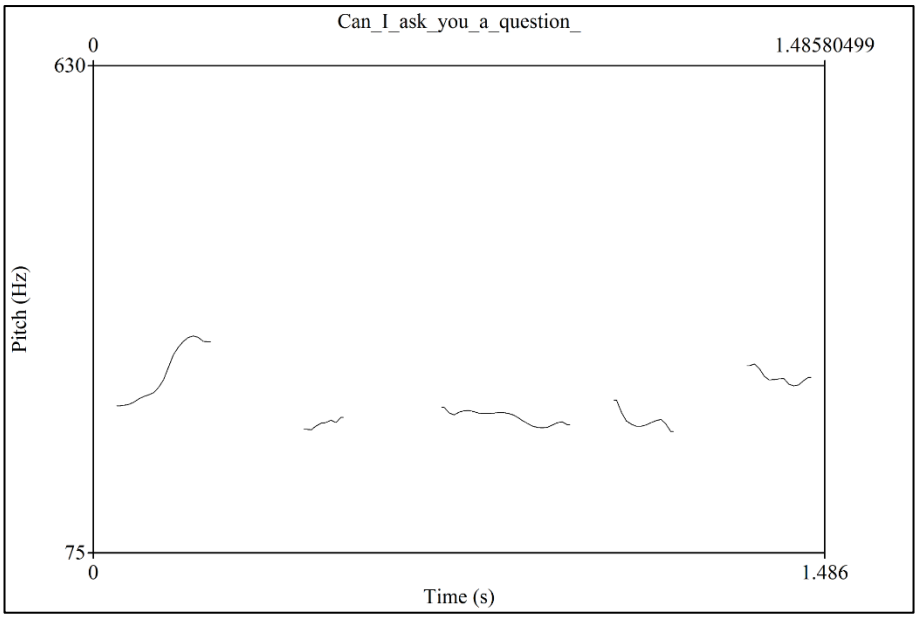

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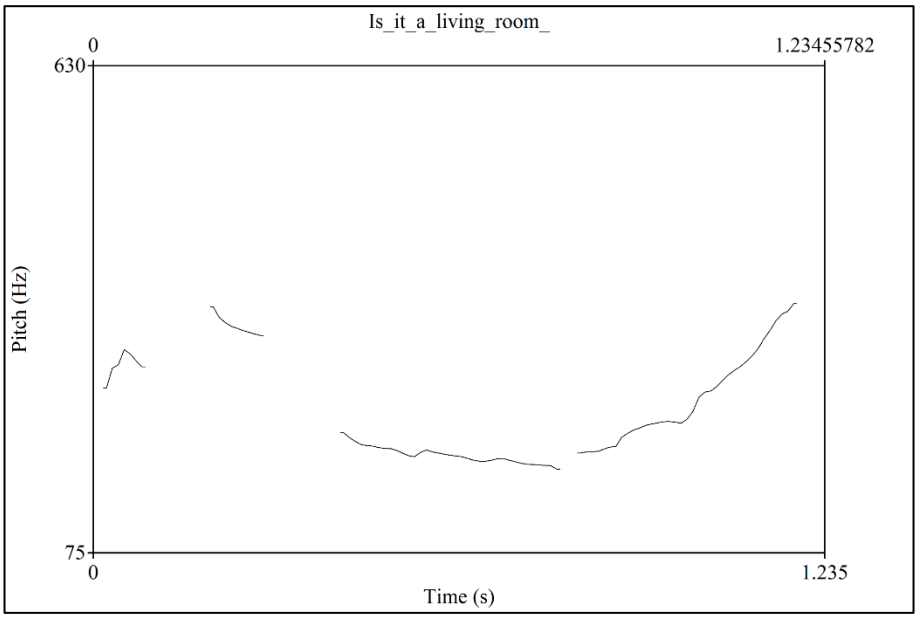
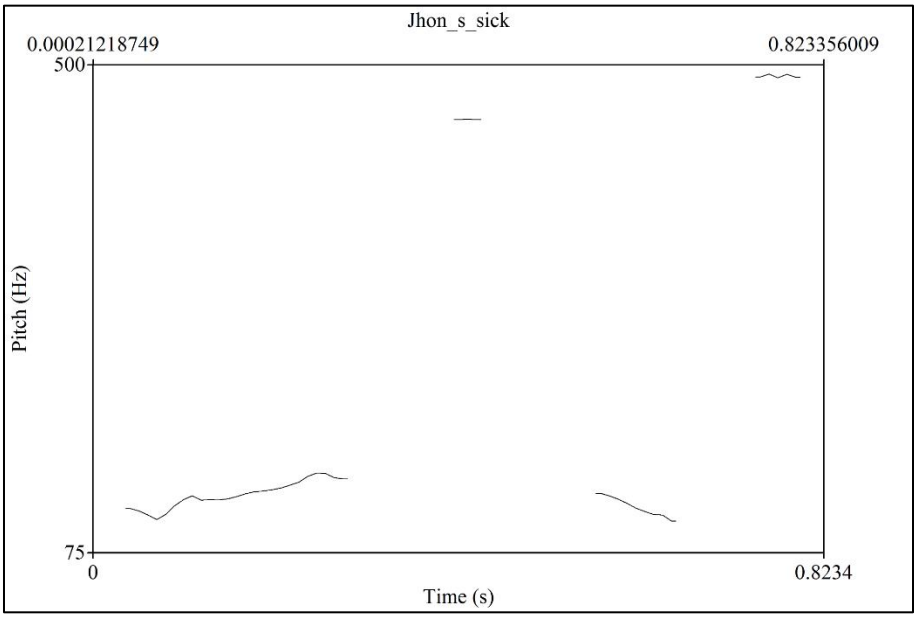
3. Is it a LIving room?



Group: Males who have not travelled abroad.

Declarative Statements

1. John's SICK



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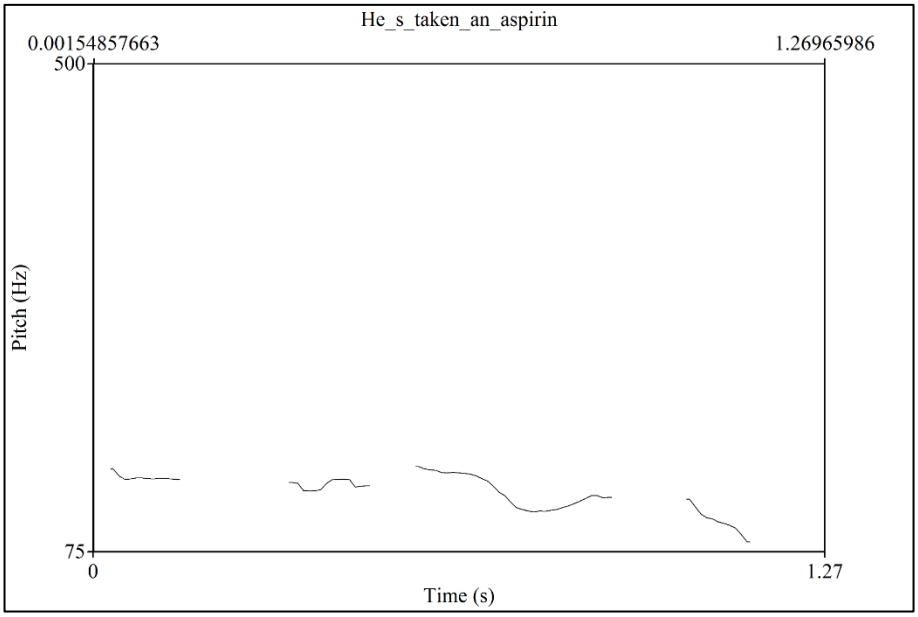

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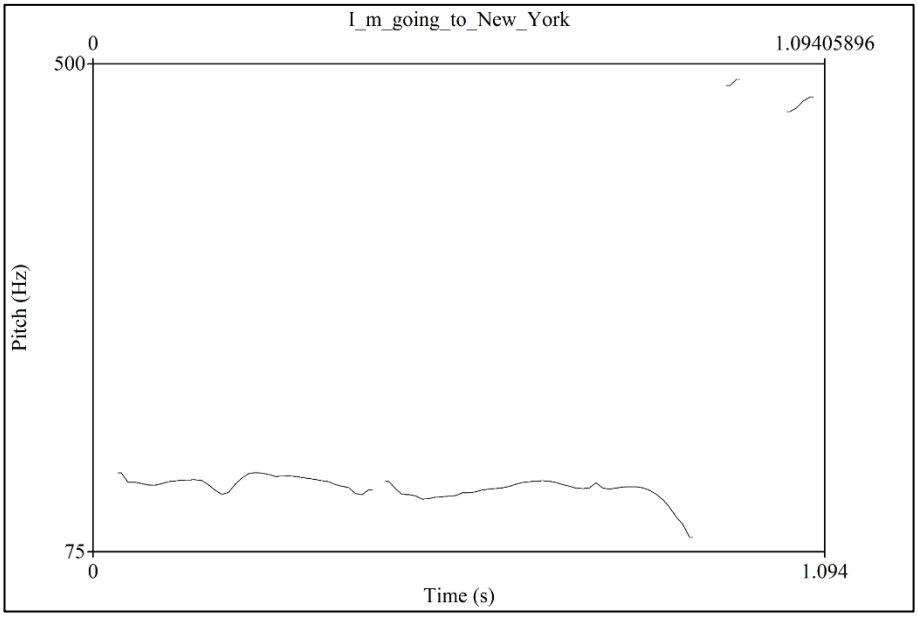

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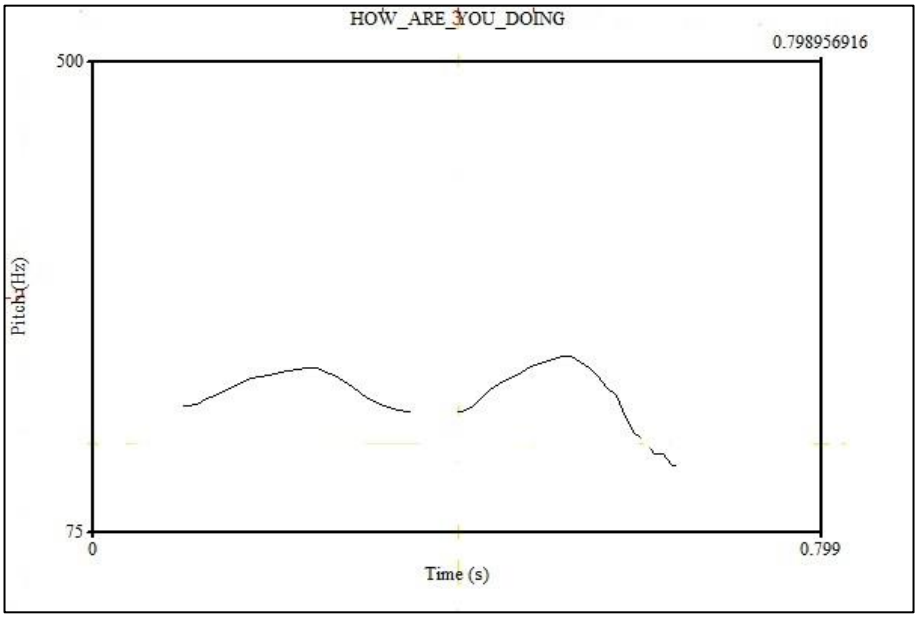
1. How are you DOing?



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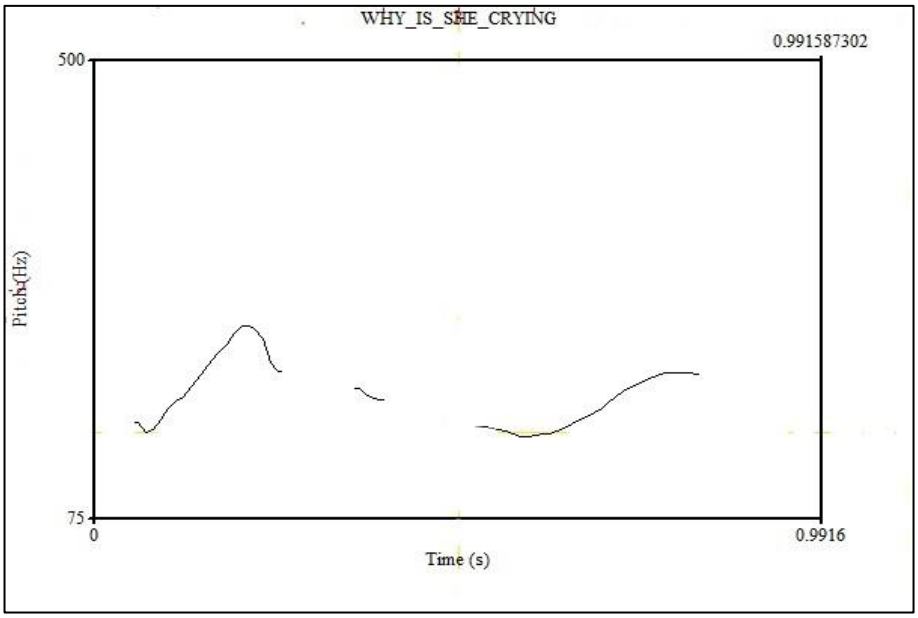

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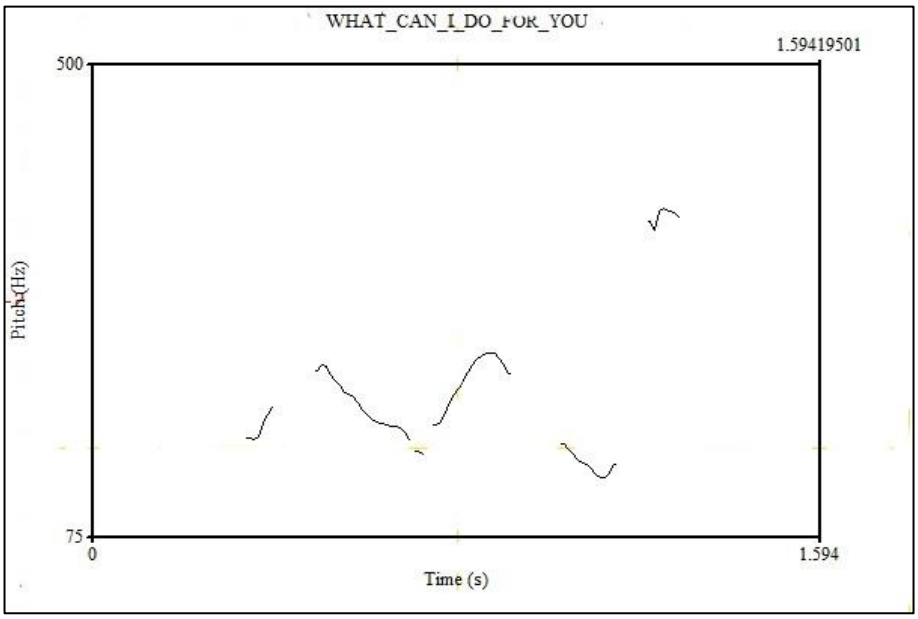

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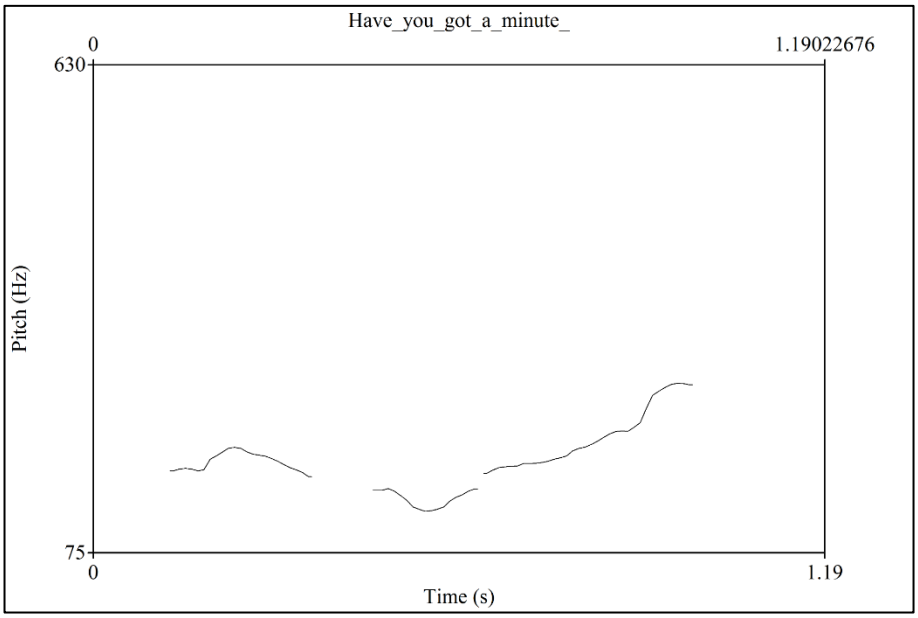

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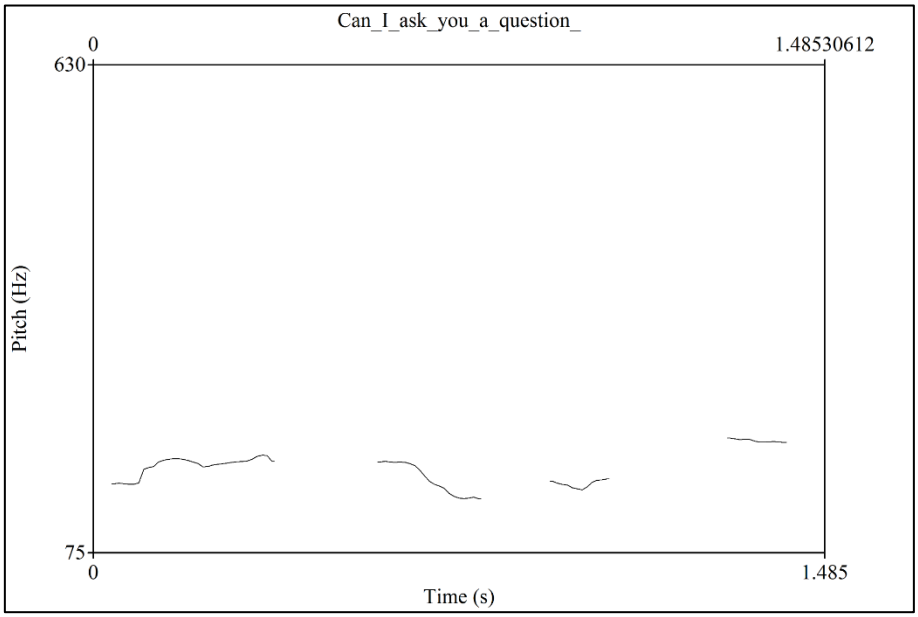

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