Developing intonation skills in English: A systemic functional linguistics perspective

Renata Fabiana Cardinali

Maria Celina Barbeito

Suggested Citation:

Global Journal of Foreign Language Teaching. 8

©

Abstract

improvement in students' oral production such as in tone system considering the three systems of intonation in SFL after a

Renata Fabiana Cardinali,

E-mail address [_____](#)

1. Introduction

—

even been labelled ‘the orphan of second language research and teaching’ (Derwing, 2010, p. 24).

These authors suggest that an overemphasis on segmental pronunciation can distract a learner’s

—

speakers’ choice of the English tone system may lead to pragmatic incompatibility in the expression of

pragmatic approach to intonation proposed by Brazil (1997) to study students’

proposals for the assessment of students' production in a phonetics and phonology course for first

(Valenzuela Farias, 2013). Some researchers have studied students' perfor

—

—

ing students'

(SFL) framework. In a study carried out in 2012, the results show that students' ability to identify

proposed by Allen in 1971, which include directing students' attention to major selected patterns,

considering the speaker's intention (Yamato, 2004). This list was extended by Celce

2. Theoretical framework

tonality tonicity
 tone system

—
communicative functions, whilst secondary tones, have a role in expressing speaker's attitudes

3. Methodology

3.1. Participants

3.2. Materials

participants’ perceptions of the aspects of phonetics they find difficult to learn. The perception section at aim to assess students’ perception of the functions of intonation and their ability to

3.3. Procedures

For the research reported here, the focus will be on students’ oral production; however,

Table 1. Scale used to assess students’ oral performance				
Student’s	Student’s	Student’s	Student’s	Student’s
–	–	–	–	–

The scale is organised in such a way that students' oral performance is assessed in general terms as

Students' production of segmental sounds is recorded and graded in a different section of the

is study, two experienced raters listened individually to students' recordings of their reading compared their assessments of students' production and reached agr

4. Results and discussion

The analysis of students' responses to the questions about register variables of field, tenor and

4.1. Was there improvement in students' overall performance after treatment?

The answer to this question is related to students' overall oral performance which includes an analysis of the data showed that students' remained the same in 25% (Table 2). The observations made by the raters with regard to students'

challenging. It was observed that many of these students' performances present more than one of the

Table 2. Students’ overall oral performance during pre

test and student’s level of English upon entry into the

Table 3. Students’ overall performance and language level

t

M

$t(-5.745) = 0.000, (p$

M

4.2. Which was the aspect that showed most improvement?

The analyses of students’ performance in relation to the systems of tonality, tonicity and tone show that students’ improvement took place in all the systems, but the system that showed most

students’ oral performance because after treatment they are more likely to produce a broader range

A comparison of the participants’ oral performance with their a

References

PTLC2009 Proceedings

Desafíos de la glotodiversidad en el siglo XXI: enseñanza, investigación y extensión

II Jornadas Internacionales de Didáctica de la Fonetica de las Lenguas Extranjeras: 31 de agosto y 1 de septiembre de 2012

Acerca de la didáctica e investigación en lenguas extranjeras.

*Students oral performance assessment
Teaching pronunciation.*

ELT Journal, 51 —

La pronunciación del futuro profesor de inglés: una propuesta de evaluación alternativa de los aprendizajes en Fonetica y Fonología I (UNMdP). VI Jornadas Nacionales sobre la Formación del

Utopian goals for pronunciation teaching.

—

TESOL QUARTERLY, 39 —

Language Learning, 48 —

Applied Language Learning, 13 —

Fonetica y Fonología. Articulación entre enseñanza e investigación —

Colombian Applied

Linguistics Journal, 13 —

- Second Language Learning and Teaching Conference – *Proceedings of the 4th Pronunciation in*
An introduction to functional grammar
Intonation in the grammar of English
Halliday's introduction to functional grammar
- and applied linguistics challenges for theory and practice – *Spoken English, TESOL*
- la Fonética de las Lenguas Extranjeras* – *I Jornadas Internacionales de Didáctica de*
Genre relations: mapping culture
- Fonética de las Lenguas Extranjeras* – *I Jornadas Internacionales de Didáctica de la*
- Phonology II students at ISP "Dr. Joaquín V. González" teacher training college. In G. Leighton (Ed.), *I*
Jornadas Internacionales de Didáctica de la Fonética de las Lenguas Extranjeras
- *Intercultural Pragmatics, 6*
- International ICAME Journal, 26* –
- Journal of Pragmatics, 37* –
- I Jornadas Internacionales de Didáctica de la Fonética de las Lenguas Extranjeras*
- *The intonation system of English*
- *RBLA, Belo Horizonte, 13*
- English intonation an introduction*
The music of everyday speech. Prosody and discourse analysis.
- Prospect, 19* –