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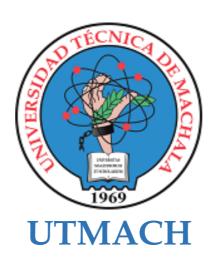
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THE DEVELOPMENT OF INTONATION IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE

OLAYA MORAN CINTHIA LILI
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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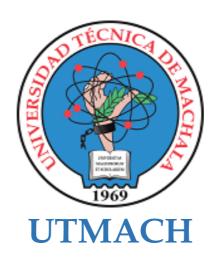
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SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

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SANTIESTEBAN LEYVA KENIA

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por Cinthia Lili / Irvin Mauricio Olaya Moran / Uzhea Table

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Dedication:

I thank God for giving me the knowledge and determination to ensure that this work is full of success, as well as my wonderful family, who have always trusted me, always giving me an example of self-improvement, humility and sacrifice. On the other hand, I thank the group of teachers who shared their knowledge at all times. I dedicate this work to all of them, because they have achieved in me the desire to excel and triumph in life.

Cinthia Olaya Moran

I want to dedicate this project to my mother Diana Uzhea and my grandparents Eduardo Ortega and Petita Garcia because they have given reason to my life, for their advice, their unconditional support and patience, everything I have achieved today is thanks to them.

To all my family and my partner Gisella Jimenez who are the best and most valuable thing that God has given me.

Irvin Mauricio Mesa

Summary:

The purpose of this work is to improve the intonation in the oral expression of the English language in the students of the first parallel baccalaureate "B" of the Carmen Mora de Encalada school through implementing a didactic strategy based on the use of ludic methods that contribute to the positive development of intonation through dynamic games that contribute to the meaningful learning of students. Educational research is developed subject to a qualitative methodological paradigm, with a participatory action-research design, considering the use of empirical and theoretical level methods, as well as sustainable techniques to measure the scope of this work. Based on all the needs of the students and being able to implement optimal knowledge through the real and flexible practice of each student.

Keywords: development, learning, students, methods.

INTRODUCTION

Since the 18th century, the teaching of the English language has been constantly evolving and taking on a more leading role within society, currently this language is considered one of the most important in the world, within international standards its constant evolution allows know the deficiency that involves learning a language other than our language of origin.

Therefore, the approach of different strategies is very important to enhance the command of the English language, as well as, they are fundamental in the education for each student, for what is stated it is evident then, the realization of changes in the pedagogical model of the institutions educational, so that an optimal vision of the foreign language is provided.

In Latin America, students have several shortcomings when studying the English language, one of them has to do with their lack of prominence when studying the language, since currently the responsibility for the training of the students corresponds to the teachers who direct the learning stage. of the English language under the influence of public policies in the education phase: "The selection of a second language is not chosen by the educational authorities in all cases, although it is very frequent on some occasions. It can be affirmed that in almost all countries that language is English followed by French and German" (Gálvez, 2009, p. 5).

Regarding the English language, there are several skills that must be considered when studying. One of them is Reading, which allows the student to practice the way they pronounce words while reading. Therefore, within this same branch there are sub-skills such as intonation, which in turn has the function of contributing to reveal the communicative intention of the student. speaker, all based on principles of a communicative development of oral expression and as any skill should be spoken, read or written, taking into account that an inappropriate pronunciation can cause misunderstandings or personal conflicts with "the entry into force of law 115, which highlights the need to acquire elements of conversation, reading, comprehension and the ability to express oneself in a foreign language" (Ministry of Education, 2005).

Therefore, this ability must be reinforced in a didactic and pedagogical way so that it is easier to achieve good oral expression. For the students it is more than a challenge to pronounce correctly without fear of making a mistake or that their intonation is not correct. Pronunciation is an essential aspect to communicate in English, as a non-native speaker you can know all the grammatical structures, write accurately or be able to conjugate the verbs correctly, but if we cannot have an adequate oral expression of the words we are going to do Limited to little communication.

Nowadays, being proficient in a second language turns out to be a more efficient way of being able to obtain a competitive advantage in this globalized era in which we live today. People who want to increase their chances of entering the world of work and include new and better ideas should definitely study English to gain new skills and opportunities. Thus, the importance of this language continues to grow day by day as there are more and more people who want or need to communicate in English.

Therefore, throughout this project we propose different didactic strategies to improve, specifically, the intonation and therefore fluency in the English language that the students of the first year of high school "B" of the Carmen Mora de Encalada school do not have when doing a Speaking in the English language.

In the first year of parallel baccalaureate "B" of the Carmen Mora de Encalada school, the following different deficiencies were observed that can be attributed to the lack of intonation in the English language:

- Lack of variation in tone.

- Difficulty using the types of tone

- Insufficient knowledge about accentuation.

- Incorrect use of accents

Therefore, the following scientific problem is posed, explained below:

How to develop intonation in the oral expression of the English language in the students of the first parallel baccalaureate "B" of the Carmen Mora de Encalada school in the period 2022 - 2023?

This problem is delimited in the object of study:

The teaching-learning process of the English language in the high school of Ecuador.

General objective:

Implement a didactic strategy based on the use of ludic methods that contribute to the development of intonation in the oral expression of the English language in the students of the first parallel baccalaureate "B" of the Carmen Mora de Encalada school.

Specific objectives:

1. To base from the theoretical point of view the development of intonation in the oral expression of the English language.

2. Diagnose the current state of intonation in oral expression in the students of first baccalaureate "B" of the Carmen Mora School in Encalada.

3. To design a didactic strategy using ludic methods that develop intonation in the oral expression of the English language in the students of the first parallel baccalaureate "B" of the Carmen Mora de Encalada school.

4. Evaluate the results achieved through the application of the didactic strategy based on the use of ludic methods for the development of intonation in the oral expression of the English language.

Action field:

Ludic methods of learning activation.

The following categories and subcategories are studied in the research:

It is considered that the category of analysis is the intonation which is studied from two subcategories which are the tone and accentuation.

Paradigm:

Educational research is carried out subject to a qualitative methodological paradigm, with a participatory action-research type design.

The 28 students of the 1st year of parallel high school "B" of the High School "Carmen Mora de Encalada" are considered as population.

In the present investigation the use of the methods of the empirical level and theoretical level is considered.

Theoretical level methods:

Historical-logical: Which will help to verify exactly what is the problem that does not allow students to effectively receive the information.

Analytical-Synthetic: Process to know more intellectual roots which will carry out the synthesis to rebuild and explain the problem.

Empirical level methods:

Direct contact with reality will be reflected.

Observation: information will be collected by observing the behavior of the students when they receive an intonation class and seeing if they are really interested.

Interview: it is a very useful technique in qualitative research to collect data, in this case it will be essential to obtain information on the problems that students have in intonation, it will be applied to their teacher.

The importance of this work is focused on expressively developing intonation through ludic methods, such as active teaching methods promoting the motivation and interest of students, allowing them to learn and learn about the subject of English through real fun and creative experiences and, in turn, be able to acquire significant learning throughout this process.

The practical contribution of the research provides the educational community with a didactic strategy based on ludic methods, with the objective that the students meet the knowledge standards to later use it during learning, creating bases that guide the practical development of a new language. .

The present work is structured in an introduction where an optimal view of the investigation is supported, followed by the chapter which presents the historical background and the methodological framework, which are necessary for their respective collection of information to know their appearance at the long of the time. Subsequently, chapter two details the methodological structure of the research that addresses techniques used in it. Consequently, chapter three indicates the strategies granted for the respective results of the insertion of games in the students. Finally, the results obtained, the conclusions, bibliographical references, annexes and evidence that demonstrate what has been worked on throughout the investigation are presented.

Chapter I. Theoretical framework

In chapter one are the historical and contextual evolution of the problem, with the aim of knowing the process and history from the general to the particular.

Historical evolution of active methods in the teaching-learning process of the English language based on the development of oral expression.

In the 18th century, the first method that was originally used in the teaching of Latin as a cultured language emerged, but later the traditional or Prussian method was also developed for learning other European languages, through this method, Richard Gerver (2010), tells us of the social development of students through active methods, where teachers simply took the language as a set of rules that must be observed, studied and analyzed. Then the Situational Method or Oral Approach (1920-1930) happened, which was based on the fact that students will use a language of specific real situations.

Later, with the advent of World War II, the military had no other option but to learn new languages in order to understand what their enemies were saying. This way of learning a foreign language is known as the army method; which, in turn, with the advances in methodology and the contribution of applied linguistics, the Audio-lingual or Audio-oral Method (1940) emerged, which had a lot of emphasis, to such an extent, that it is still practiced in many educational centers since it consists of in developing oral expression, in an organized way, making repeat and memorize, in addition to including exercises based on patterns in each student.

Additionally, during the first years of the 70's of the last century, the communicative approach that emerged in Europe as a reaction to previous structural methods originated. For communicative approaches, the main objective of language is communication, and the teaching of a foreign language must start from notions and real functions.

On the other hand, if compared to the last century, the teaching-learning process has been changing in recent years, the use of active methods began to be introduced to work on the oral expression of the language that one wants to learn. According to the opinion of various authors, this is the product of the communicative explosion in language teaching, although in practice the influence of traditional methods persists (Peillón, 2006). From here,

the inclusion of teaching aids such as the tape recorder, support texts for reading and others that will begin a new stage in the way of teaching and learning was allowed.

In addition, there are different conceptions and elements that have an impact on the current situation, which is not completely favorable to address the development of foreign language skills in a balanced way, one of the authors who emphasize oral repetition is Camacho (2007), who defines them as those that control the retention and memory processes in the short and long term, through techniques such as copying, repetition, mnemonic resources and significant connections, among others.

It should be noted that repetition strategies are those through which the student improves the acquisition of information by expanding the frequency of reproduction of what has been learned.

This indicates that the teacher, currently, must encourage students with extra-class tasks to reinforce the subject taught, orally they have to practice with exercises, conversations, using the phrases learned, listening to songs and practicing with friends. Therefore, to promote the development of oral expression, it is necessary to organize the teaching-learning process and it should focus on cooperative activities; considering the different linguistic aspects in an integrated way (Mehrabian, 2008), because when treated in isolation it would inevitably lead to a mechanistic approach when the true purpose is to achieve communicative achievement, putting into practice new ways of teaching and learning through communication .

1.2 Theoretical characterization of the active methods in the teaching-learning process of the English language based on the development of oral expression.

The active approach is a process that starts from the idea that, in order to have a meaningful education, the student must be the protagonist of their own learning and the teacher, the facilitator. The active approach refers to all the specific ways of organizing the classroom to involve students in their own learning process, understood as an individual process of building their own family thought structure.

This language teaching process has undergone various transformations over the years, which has led to the search for innumerable resources and methodologies to improve learning and the vision that language is a form of expression, the realization of ideas and an

irreplaceable tool for communication between people, which is a way of sharing knowledge, information and experiences.

The application of active teaching and learning methods to new contexts is always accompanied by new elements that, given their importance, are highly relevant and objective. In the constant search to find the appropriate levels of understanding, learning and effective use of this transfer of oral skills, curricula, methods, designs, activities and procedures have been developed that must continually change according to what the pedagogy deals with. According to the needs, requirements and concepts of the teaching-learning process for each student.

Education and changes in teaching methods are produced by contagion According to (Vázquez, 2014). ludic methods are tools that facilitate the discovery of safe and reliable knowledge to solve problems that arise in student development and teachers can know the strategy that can be applied. Thus, teachers must know how to apply it, when and how to do it.

Taking into account Oral Expression or Speaking in the Common European Framework of Reference for Languages, he maintains that speaking ability includes 2 categories: oral production and oral interaction; in activities of oral production, directed oral texts are made. In interaction activities, the speaker acts alternately with one or more speakers through communication and meaning tracking, using both the knowledge and cooperative interaction principle and that of conversational discourse.

Therefore, the methods influence the interest of the students, the motivation, the creativity, greater freedom of choice of the students, speed and constancy of learning, opening the oral expression in the academic development, taking into account that the methods Assets are a powerful tool for intellectual development.

1.2.1 The teaching-learning process of the English language.

Learning a foreign language is a complex process since the learner must understand, in addition to the structures of his first language, the principles of the foreign language; leaving aside the mental distributions of their already established native language, which adopt those strategies that the new language that they want to learn presents.

According to Hernández (2015) affirms that, "learning a foreign language makes it possible for students to enter a cosmopolitan world, since learning means knowing a new linguistic code, getting in touch with aspects related to different cultures and expanding the universe"

It is a fact that there are multiple teaching strategies and teaching-learning styles that are implemented in a class to maximize language proficiency. According to Oxford (2006) these involve "stages and characteristics that we want to stimulate in the students so that they become better students in the acquisition of a language"

However, the teaching of the English language, in the Ecuadorian culture, has not been an easy activity, it has become notoriously complicated. All the proposals point to the difficult circumstances in which the teaching and learning of foreign languages is carried out: lack of adequate materials, excessively large classes, reduced number of classes per week and absence of continuous training actions for teachers.

In the classes it has been chosen to emphasize communication in oral and written forms, which involve oral and written comprehension and production. Where inductive grammar is an integral part of the process of acquiring a foreign language, since it allows the student to recognize and produce linguistic structures with precision. In this way, you can infer rules that will make it easier to understand and give you the necessary confidence for its effective use in a real context.

This is how Pontón (2013) states that the English language is an instrument of communication between students and teachers during classes through activities, games, group dynamics, debates, discussions, dramatizations, music and movies.

However, Washington (2011) points out that it is necessary to develop reading strategies, such as inferring meanings, establishing relationships between text and context, and recognizing characteristic linguistic markers of the written text. That is why, to achieve these objectives, various didactic materials must be shared with students, according to the suggestions of Barrows (2008) the learning approach based on active methods should not be misinterpreted to develop their skills in the best way.

Therefore, it is necessary to highlight that in this sense, to develop the grammatical part, didactic strategies must be used that are based on expository classes, fixation exercises and that allow the development of reading skills, establishing a process of general

understanding of the texts treated, beginning by understanding the main points that lead to the interpretation of the context, to reach the understanding and grammatical details in it.

1.2.2 Active methods in the teaching-learning process of the English language.

Active methods are very useful and necessary techniques in the process of learning foreign languages; When teaching foreign languages, it is of the utmost importance that teachers motivate students to develop oral expression skills, skills acquired in the long term in the teaching and learning process.

It is proposed that teaching methods qualify as active when the teacher's activity encourages the student to take a leading role in their learning through their responsible participation, reflection in solving problems in real and simulated conditions, activity, continuous work in the classroom.

"innovation and change from an education for answers to an education for questions; there is more talk of learning than of teaching" (Reig, 2012).

After the 1950s, methods and courses were created so that students could learn to communicate in English. Among them are the methods: Audiovisual and Audio lingual. Some of the active methods are used for the teaching-learning of each student, it is very important to know when to use it according to the needs that arise in the classroom. There are several methods among them are:

- expository methods
- Independent work methods
- Methods of joint or dialogued elaboration
- Grammar translation method

All these methods are really important, but we must know the methods that help us with the oral expression of each student and their respective development in which we find that some of these methods were created to promote communicative interaction between students to promote their communication. oral in English.

The audio lingual method or audio lingual method:

It is mainly based on language acquisition through repetition, emphasizing oral

expression and pronunciation. Teachers focus on oral expression in English while students acquire speech patterns through repetition and analysis of spoken language.

The characteristics of this method are:

- Formation of habits through repetition.
- Of great importance for the development of oral expression and prescribed comprehension.
- The mother tongue is not used, it is always spoken in the language that is taught.

This generates great results so that students can better learn the teaching of a second language.

Visual and sound media:

They allow the development of the senses, especially sight and hearing, to create an audiovisual world, which transmits reality through images, films and graphics, that is, language learning, and facilitates the specific communication and meaningful messages. In a simple and fun way that attracts the attention of students involved in the rapid development of oral expression. Therefore, the listening comprehension exercises were linked to oral expression exercises.

With the acquisition of communication skills orally in English, students can relate and interact in everyday situations associated with work, study, university , social life and free time.

1.2.3 The development of intonation in the oral expression of the English language.

Intonation is the variation in the tone of the voice that is maintained while speaking a language. But in reality it is much more than just that; it is the nuance that differentiates a word, a phrase or even a slight change in its meaning.

Every language has melody in it; no language is spoken in the same tone all the time. In some languages, the melody belongs mainly to the word, being part of its form, and if the melody of the word is wrong, its form is spoiled.

As assumed by .Roach (2001)

Intonations have always been a difficult thing to define. According to traditional descriptions, intonation is "the melody of speech" and must be analyzed in terms of vibrations in pitch (...). The intonation can, and then indicate different types of statements, such as statements and questions (...). Intonation also gives listeners a lot of information about what is being said (…). The intonation is said about the speaker's attitudes and emotions so that a sentence like "I think it's time to go now" can be said in a happy way. , sad way and mad way and so on. (p. 34)

Consistent with the above, it is also very important to highlight the study carried out by Albert Mehrabian. According to Mehrabian (1972:182), when there is not complete coherence in the transmission of a message, that is, what we say does not correspond to the body language or intonation that we are using, the listener will interpret the message based on the information it receives from body language (55%), from the use of voice (38%) and from words (7%).

Regarding the development of the same, the first exercises must always be perception, after explanation, and after repeating by imitation; we ended up reinforcing them with audiovisual feedback. On the other hand, the complexity of the stimuli will be progressive: from single words to short sentences and then to complex sentences, in which we will practice, above all, how words are grouped into packages of information (and intonation groups). And, in general, we will use quite a lot of synthetic stimuli at the beginning and then move on to real linguistic stimuli. By practicing the intonation devoid of segments we will reinforce the most phonetic and mechanical part of the intonation, and by practicing with the real language we will reinforce the association of the melodic curves with their meanings.

You can do exercises in which you have to anticipate what type of question corresponds to an answer, or vice versa. We can also try to guess the moods or attitude of the speaker. After this, we will finally move on to practicing intonation in more complex communicative situations (debates, etc.). Less intervention by the teacher gives the student the opportunity to practice the discursive meanings of intonation. To reinforce learning, a discursive role can be assigned to each student, within small discussion groups; so you will see how you must always resort to certain intonation patterns (Chun, 2002: 240-241).

Therefore , when learning English, like any other language, it is important to internalize that it will only be spoken correctly when all its aspects are mastered, from vocabulary to intonation. The latter is of vital importance since it contributes to enunciate,

emphasize or question. In addition, it is essential to understand the message or give it emotion and expressiveness. This is why it should be crucial to never forget that with intonation it is even possible to vary the meaning of what is expressed in words, such as when sarcasm or irony is used. Therefore, when learning English, if what you want is to have an adequate command of the language, it is not enough just to have a good pronunciation, you also have to practice your intonation.

1.3 Contextual characteristics of the teaching-learning process of the English language in the high school of the "Carmen Mora de Encalada" school.

The study presented has taken place at the Carmen Mora de Encalada High School, which is an educational institution in the Pasaje canton, El Oro province, located in the Ochoa León parish, whose name immortalizes a high-ranking lady from Orense. civic spirit and notable human qualities, a woman who would be an example for generations to come. It was founded in 1963 under the administration of the then councilor Alberto Teófilo Zambrano Serrano.

The school has 85 teachers, 12 administrative workers, and 1,675 students, of whom 1,113 are studying at the baccalaureate level.

The teaching-learning process of the English language:

The process of teaching English is completely different depending on the teacher who guides the class, this is mainly due to the fact that the institution does not have pedagogical materials, such as the English books from the Ministry of Education. This gives the teaching staff complete freedom to use the materials, resources and/or teaching tools that they see fit, which is why many have opted for the use of different digital books in which, class after class, the teacher indicates to their students which sheets to print. and so they can participate and file the work in the classroom. It is defined as those educational systems in which the student has part of the control of the learning process (UNESCO, 2002).

The positive point of this strategy is that educators can choose the resources with which they best adapt and are more suitable for their teaching style. In which the student's participation in an active and dialoguing classroom, not rigid, contributes positively to students being able to better understand and respond to emotional and learning needs (Bergmann & Sams, 2012).

It should be noted that another of the main tools used in the classroom are recorders where, using a pen drive or connecting it directly to your work laptop, they reproduce recordings of conversations between native speakers to practice listening skills. . And in turn, after listening to the audios with the aim of developing speaking, he creates group pedagogical activities in which now those who have a conversation are the same students while the teacher qualifies or corrects their intonation.

Therefore, we conclude that the teacher does not have adequate materials, which allow them to have a better experience in the classroom with their students, and above all, learning is innate for the development of the ability, such as the intonation that It is fundamental key in English. Therefore, it will always be necessary to implement the appropriate pedagogical and didactic activities for their respective development in the classroom.

1.3.1 The teaching-learning process of English in the high school of Ecuador.

English corresponds to a universal language that is commonly used in different countries of the world, not only as a native language, but also as a foreign language. In Latin America, efforts to improve this reality emerged at the Dakar Conference in 2000, challenging the achievement of EFA. The objective of the proposal is to include English as a foreign language in the curriculum, since it is the basic language of social interaction in today's globalized world. In today's Latin American educational institutions, students must be competent and capable of adequately performing daily tasks related to mastering a foreign language.

Ecuador, as an active participant in the conference and trying to achieve the goals set in Dakar, has tried to create a stable and favorable system for the process of learning foreign languages, especially English, in recent years. An inclusive system where all students have the opportunity to learn and master English as a language of communication. In Ecuador, English is considered an elective subject; that is, each institution has the right to include it or not in its study plan.

It is possible to vary the number of class hours offered in teaching-learning. However, this reality changed significantly in 2014 when the government focused on better ways to manage foreign language learning, especially English; to this end, it decided to propose changes by ministerial agreement. one of them is n 0052-14, valid for 2016-2017.

In the school year in Sierra modality and 2017-2018. school year in Costa mode, but still no measurable changes. The contract applies to educational centers dependent on the Ministry of Education and Culture and corresponds to ten years of general basic education and three years of high school. The state government has tried for many years to create a new structure for English education, but there has been no succession.

The last change implemented was relatively recent, so a control evaluation was not performed to understand the results. However, a way to help teachers train and improve their language skills is definitely a big step forward and could be used to improve the process of teaching the English language.

As mentioned above, the English language occupies an important place in modern society in various fields of science and technology, and learning this language is very useful; thus, Ecuador introduced new changes in its educational policy to adapt to the needs of a globalized world, and obtain an improvement in its teaching, thus having highly trained teachers to be able to implement their knowledge in the classroom and improve student learning.

1.3.2 Diagnosis of the current state of the intonation in the oral expression of English in the first year students of parallel baccalaureate "B" of the Carmen Mora de Encalada school.

At this point, the results of the diagnosis carried out on the teaching-learning process of intonation in the English language in the first year students of the parallel "B" baccalaureate of the Carmen Mora de Encalada school are shown. To collect these data, two instruments were used: the participant observation guide (ANNEX 1) and a semi-structured interview addressed to the teacher (ANNEX 2).

Analysis of the results:

The observation guide was the first instrument applied, which allowed us to collect the following results:

- Students have difficulty recognizing the rising tone of a sentence.
- Students are not able to identify the falling tone in a sentence.
- Students tend to confuse the strong and weak syllables of a word when expressing it orally.

Additionally, to find out the current state of intonation in the oral expression of the English language in the students, the teacher was interviewed, who said that it is difficult for students to recognize the types of tone:

- **Professor: "**Students hardly recognize the types of tone because, although some unconsciously use it while speaking in English, asking questions, etc. They don't know that that tone type has a specific name such as rising and falling. This is due to the almost null didactic material that we currently have in the institution"

Regarding his criteria, the didactic material is very important for a good development of learning, as Nérici (1973, quoted in Madrid, 2001) says, the didactic material is intended to lead the student to work, to investigate, to discover and to build. This is how its functional and dynamic aspect is evident, which contributes to enriching the learning experience, bringing it closer to reality and generating opportunities to act.

Regarding the accentuation of the strong and weak syllables of the words, the teacher indicated that, as with the types of tone, it is difficult for the students to recognize the strong and weak syllables of the words.

Professor: **"**During the class, repeating the words after me, they do it well, but the next class they forget the correct accent, I think that more games or dialogues must be implemented so that the students can assimilate these words and consequently do not forget their correct accentuation."

In conclusion, it was possible to demonstrate through the analysis of the information obtained from each implemented instrument, that there is a low level in relation to the learning process of the intonation of English in the students, due to the scarce didactic material in the institution itself that accompanied by a didactic strategy based on the ludic method could promote the improvement of student learning.

Based on all of the aforementioned about the problems present in students when referring to tone and accentuation in English, researchers can plan, execute and carry out a didactic strategy based on the game in order to try to contribute to the process of Teachinglearning of intonation in the oral expression of the English language in the students of the first year of the parallel "b" baccalaureate of the Carmen Mora de Encalada school.

CHAPTER 2

METHODOLOGICAL FRAMEWORK

This chapter presents the methodological bases of the study, describes the methods used, the population in which they were applied, all supported by the determination of a paradigm and a type of design whose purpose lies in solving the research problem posed. .

2.1 Paradigm and type of research

The present investigation is located within the paradigm of qualitative research, it is considered to interpret and make known the opinions and situations of reality in an established environment and obtaining, as well as the respective analysis of the data as a result.

According to the theoretical approaches of Rodríguez Gómez, Gil Flores and García Jiménez (1996) on qualitative research, for these research experts this type of paradigm makes it easier for competent and qualified observers to report clearly and precisely about their own observations of the social world. and get the right results.

2.2 Research design

The design that will be used is non-experimental, and a plan will be formulated in which it is expected to obtain the information, data or answers that answer the research problem, in which we will use the participatory action research design.

Kramer, Dorit_Helmut, Kramer Silvio Lehman and Helmut Omaner (1986:149), point out: "Participatory Action Research is understood as social research, its interest is to obtain non-scientific knowledge, but rather social and practical".

2.3 Population and sample of the object of study

According to the author Arias (2006, p. 81) defines population as "a finite or infinite set of elements with common characteristics for which the conclusions of the investigation will be extensive.

The population of this research is made up of 28 students made up of 12 female students and 14 male students aged 15 years from the 1st year of parallel high school "B" of the "Carmen Mora de Encalada" High School located in the canton of Pasaje from the city of Machala with their respective classroom teacher.

2.4 Research methods

For the proper management of this research, it is necessary to use methods of the empirical level and the theoretical level, which facilitate the process of collecting information in the search for a resolution to the research problem.

Rodríguez and others (1999) point out that "the selection of a scenario from which to try to collect relevant information to answer the research questions" (p. 91)

2.4.1 Theoretical methods

The theoretical methods used in the research are detailed below:

Analytical-Synthetic

This method was implemented to be able to break down various elements and identify causes, effects and thus be able to logically relate the relationship that exists between said elements.

historical-logical

Through this method, a historical and contextual review of the topic developed is carried out. Subsequently, the evolution of the study variables over time can be analyzed and evidenced.

2.4.2 Empirical methods

Empirical methods allow collecting data using observation as evidence to measure and experience the reality we want to know.

According to (Bernal, 2010) Empirical method of studying an object, in which the researcher creates the necessary or adequate conditions, for the clarification of the properties or relationships of the object, which are useful in the investigation (Bernal, 2010)

- Participant observation

Participant observation consists of the direct perception of the research object that allows finding the answer to situations about the reality studied.

According to Taylor and Bogdan (1984), participant observation is research that involves social interaction between the researcher and the informants in the milieu (social setting, environment or context) of the latter, and during which data is collected

systematically and not intrusive.

- Interview

The interview allows us to investigate in depth specific and real data that help us to identify verbal answers to the questions raised about the proposed problem. In this case, it is addressed to the classroom teacher and, in turn, to the students, which allow a concrete analysis of the investigation.

Taylor and Bogan (1986) understand the interview as a set of repeated face-to-face meetings between the interviewer and his informants, directed towards understanding the perspectives that the informants have regarding their lives, experiences, or situations.

2.5 Work with the Analysis Unit:

Analysis unit	Category	Subcategories	Indicators
The intonation English the oral expression of the language.	Intonation	Tone	• Student's knowledge of the two main types of tone. • Understanding and/or recognition of the rising tone in a sentence. • Knowledge of when to correctly apply a falling tone.
		Accentuation	• Use of accentuation in
			the oral expression of English. • Student's ability to

			identify the strong syllables in a sentence. • The obstacles that the student presents when recognizing the weak syllable of a sentence.

Source: self made

2.6 Representation of the categories in the instruments used:

Subcategories	Participant observation	Interview with the teacher	Analysis
Tone	Subcategory 1/ Unit of analysis 1		**EXCELLENT:** The student is able to easily recognize the two main types of tones in English. [ascending and descending) **REGULAR:** The student is able to recognize at least one of the two types of tones in English. **INSUFFICIENT:** The student is not able to
			recognize any of the two main types of tones in English.
Accentuation	Subcategory 2/ Unit of analysis 2		**EXCELLENT:** The student correctly uses

		stress in order to identify strong and weak syllables in a sentence.
		REGULAR: The student correctly uses a certain part of the stress in order to identify a strong or weak syllable in a sentence.
		INSUFFICIENT: The student is not able to identify any strong or weak syllable in a sentence.

Source: self made

CHAPTER III

INTERVENTION PROPOSAL

This chapter describes the contribution that researchers provide to the educational community. Therefore, the didactic strategy based on the use of ludic methods for the development of intonation in the oral expression of the English language is reviewed in detail, which is applied to the students of the first year of parallel baccalaureate "B" of the Colegio de high school "Carmen Mora de Encalada" located in the city of passage.

3.1 Theoretical foundation of the didactic strategy based on the use of ludic methods for the development of intonation in the oral expression of the English language.

The purpose of this research is focused on promoting the implementation of a didactic strategy based on the use of ludic methods for the development of intonation in the oral expression of the English language of the students of the first year of parallel baccalaureate "B" of the school " Carmen Mora de Encalada" located in the city of passage.

In order to deepen the purpose of the research, it must first be clear what a didactic

strategy is and what are ludic methods, what are their benefits when implementing them, how they are structured, and what are the most optimal ways to implement them. develop and apply them in order to achieve the objectives previously set.

A didactic strategy is not limited to being a simple technique that lists multiple activities to execute, (Mansilla and Beltrán, 2013, p. 29) define it as follows: "The didactic strategy is conceived as the activity structure in which the objectives and contents become real".

A strategy is understood as: "a planning system applied to an articulated set of actions, allows to achieve an objective, serves to obtain certain results" ("strategies and didactic techniques", 2005, p.4).

However , the didactic strategy is "a planning of the teaching-learning process, which implies a range of decisions that the teacher must make, consciously and reflectively, in relation to the techniques and activities that can be used to reach to the goals of their course" ("didactic strategies and techniques", 2005, p.5). In addition, it adds "the didactic strategy is the set of procedures, supported by teaching techniques that aim to bring the didactic action to a successful conclusion, that is, to achieve the learning objectives" ("strategias y técnicas didácticas", 2005, p. .5).

While according to Tobón (2010) didactic strategies are a set of actions that are projected and implemented in an orderly manner to achieve a certain purpose, he also specifies that in the pedagogical field it is an action plan that the teacher puts in place to achieve learning.

Regarding ludic methods, we can highlight the following points:

According to Dinello (2011), ludic comes from the terms fun and games, which can be defined as an expression of interactive activities in order to motivate, generate expectations and interest in learning.

There are various types of ludic methodologies that contribute to teaching children, allowing them to learn new knowledge in a practical, dynamic and fun way. (Winnicott, 2003)

At present there are several ludic methods or are used, one of them is the game, which is the focus of the present investigation. The game is an activity that is usually carried out in order to have fun or entertain while developing a capacity or skill for which it can be used in

teaching as a didactic strategy of the class.

The game generates an innate learning environment, which can be used as a didactic strategy, a way to communicate, share and conceptualize knowledge and finally to promote social, emotional and cognitive development in the individual. (Jimenez, 2003)

It contributes to some functions in terms of ludic learning, among these we have: Making the teaching process more entertaining, arousing interest in children towards subjects that are boring, learning the content of a subject through games, the ability to create environments exciting events in which the child feels comfortable, increases the capacity for analysis and understanding in children. (Hernández & Acosta., 2011)

As we can understand from the author, "the game" is an important part of our learning, which is why the teacher must seek to adapt to the learning styles of their students in order to achieve efficient teaching.

3.1.1 Planning of the didactic strategy based on the use of ludic methods for the development of intonation in the oral expression of the English language

General Objective: Develop intonation in the oral expression of the English language through strategic didactic planning of classes with the use of ludic methods.

The didactic strategy is planned for unit 4 of the English subject of the first parallel baccalaureate "B", which has a total of 2 classes. Taking into account the contents of the unit, the didactic strategy has been divided into three stages:

Stage 1: Planning

Objective: Plan actions that contribute to the development of intonation in oral expression.

The planning in the didactic strategy establishes the need to carry out an action plan to develop the intonation of the oral expression of the students, through a game, advancing the development of the analysis of the contents as they would be when evaluating the fluency of the tone and the accentuation of the words. ascending and descending syllables in students. Use the means that exist to learn to plan the orientation of a better teaching.

It seeks, above all, to guarantee the didactic sequence required for the construction of learning oriented towards the achievement of the objective, and the alignment of the skills that are expected to be developed in the unit.

According to Zúñiga (2017) when recognizing that any didactic strategy constitutes an organized procedure, obtaining visible results and that when applying it in practice, its improvement is required by teachers. For this, the different activities in the class are designed, which aims to unify the different analyzes and proposals made for a comprehensive evaluation.

Activities:

1. Initial diagnosis: This activity aims to collect initial information from the student that allows obtaining an idea of the context in which the previous learning is found, and their level of knowledge regarding the issues raised. Additionally, it establishes the need for the student to obtain adequate knowledge.

Date: One week before the start of the unit

Responsible: Irvin Mesa, Cinthia Olaya and teacher of the course.

Resources to use: Pedagogical test

2. **Selection of ludic methods to be used in the unit: This activity is aimed at organizing the ludic methods to be used in the unit.**

Date: One week before the start of the unit Responsible:

Research team and course teacher

Resources to use:

3. **Elaboration of the system of classes: In this activity we proceed to the elaboration with a systemic character of the classes in which an emphasis is observed on orality and specifically on intonation.**

Date: One week before the start of the unit **Responsible:**

Research team and course teacher

Resources to use:

Next, we can detail the planning of the class in which a didactic strategy based on the use of ludic methods is proposed for the development of intonation in the oral expression of the English language in students of first of the parallel high school "B" of the "Carmen Mora de Encalada" School located in the city of Pasaje, with a total of 2 classes planned.

CLASS 1

Objective: At the end of the class, students will be able to know the ascending and descending tones of the oral expression of the English language in the classroom.

Content: Repeating

Methods: Oral: Question and answer games

Resources:

Worksheets

Audio

Activities to develop:

Time: 45 minutes per class

• Introduction: 10 minutes

• Development: 20 minutes

• Conclusions: 15 minutes

Evaluation: Through short questions, students were able to recognize rising and falling tones and be able to pronounce better during class.

class 2

Objective: at the end of the class the students will be able to differentiate and know the accentuation of the strong and weak syllables of the oral expression of the English language in the classroom.

Content: game of strong and weak syllables in English.

Oral Methods:

Resources:

Worksheets

Video

Activities to develop:

Time: 45 minutes per class

• Introduction: 10 minutes

• Development: 20 minutes

• Conclusions: 15 minutes

Assessment: Students can identify the stress of strong and weak syllables and pronounce them correctly.

3.2 Practical application of the didactic strategy based on the use of the game as a ludic method for the development of the intonation of the English language.

Through the application of the didactic strategy, we will achieve the effectiveness of the use of ludic methods to improve intonation in English, supporting the use of an essential pedagogical tool that allows us to access student learning.

CLASS 1

To start with this activity, it was necessary to ask the students to share what they do every day in English classes. Through various opinions, we began by introducing the respective content, for which we supported ourselves by means of a video that would explain how our vocal cords work correctly when intoning a phrase or word in an ascending and descending way, later also through some sheets of work together with students an activity (APPENDIX 3) to practice and that they can identify the intonation (ascending and descending) and be able to recognize it easily. Therefore, carried out is activated, we also ask some students to communicate in a short dialogue in a correct way taking into account the proper pronunciation.

CLASS 2

We begin this activity with feedback from everything we did in the first class in order to proceed to introduce the following information assertively. Therefore, we introduced a game of strong and weak syllables in English, which we did through a round of repetitions of each syllable with the students, who had to identify the difference between them. This game helped to stimulate intonation in the students. Later, we proceeded to participate using the blackboard, in which the students write some words and we were able to identify which are the strong syllables and which are the weak syllables. At the end of this activity, we asked the

students to make a list of words and underline their strong and weak syllables so that we could verify that most of them were able to satisfactorily recognize their difference.

Stage 2. Execution of the strategy

Objective: To stimulate greater involvement, satisfaction and willingness for activities related to oral expression by using methods that encourage play, creating suitable environments for intonation.

Methodological guidelines to implement the strategy

• Introduce related topics and resources for proper planning for each class.

• Organize classes that allow applying the contents from the previous orientation by the teacher.

• Carry out tutorials if required by the students and study practices in which the preparation of each class is strengthened.

Activity 1. Evaluation and monitoring of the execution of the planned classes.

Activity 2. Clarification of doubts or reformulation of activities.

Stage 3. Evaluation

Objective: To determine the current state of the development of intonation in the oral expression of English after applying the didactic strategy.

Activity 1. Determination of diagnostic methods

Date: At the end of the unit

Responsible: Irvin Mesa, Cinthia Olaya and course teacher: Lic. Edgar Cordero.

Resources to use: Diagnostic techniques

Activity 2: Application of the methods

Date: At the end of the unit

Responsible: Irvin Mesa, Cinthia Olaya and course teacher: Lic. Edgar Cordero.

Resources to use: Diagnostic techniques

Activity 3. Information processing

Date: At the end of the unit

Responsible: Irvin Mesa, Cinthia Olaya and course teacher: Lic. Edgar Cordero.

Resources to use: Statistical-mathematical techniques.

Activity 4. Preparation of the improvement plan for the shortcomings identified through the diagnosis.

Date: At the end of the unit

Responsible: Irvin Mesa, Cinthia Olaya and course teacher: Lic. Edgar Cordero.

Resources to use: Content analysis

In this last stage, it is expected to collect the results obtained from the implementation of the contextualization phase and didactic strategy. The evaluation aims to demonstrate compliance with what is established in the planning phase, in terms of thematic development, the fulfillment of the objectives and the generation of knowledge in the student. For the didactic strategy, the evaluation is developed based on the progress demonstrated by the student throughout each class, the intermediate evaluation carried out by the teacher based on the design of a rubric and the evaluation of the final document that integrates the definition. strategy of an organization.

CHAPTER IV: DISCUSSION OF THE RESULTS

Based on the results obtained in the present investigation, where the unit of analysis on the development of intonation in the oral expression of English is studied, the effectiveness obtained through the implementation of the didactic strategy in first-year students will be analyzed. year of high school from the Carmen Mora de Encalada parallel "B" school.

4.1 Description of the application of the didactic strategy

The first day, before starting the content corresponding to class number one, we carried out an oral diagnosis and then, using an observation guide, to assess the level of knowledge about intonation in oral expression. This diagnosis was made as follows: The students read sentences that we had previously written on the board and then answered if they were able to recognize when the tone was rising or falling. Likewise, for the accentuation we wrote sentences and according to the context the students had to identify the correct accent of

certain words. This allowed us to identify the problems they had regarding intonation. It should be noted that the diagnosis described above lasted approximately 10 minutes. The class system began on Monday, January 30, 2023, and the class lasted 35 minutes. The class began with a brief introduction to the students on what the project would be about, continuing with a quick introduction on the topic that would be studied that day.

During the first 10 minutes, it was revealed what the rising and falling tone was, how to differentiate it and when to apply each one. Then we play a short educational video on the subject to support what has been taught. Then, in the remaining 20 minutes, to practice what was learned, a simple game was played as follows: All the students had to make pairs and play a round of rock, paper or scissors, the winner had to repeat orally after the teacher the sentence previously was written on the blackboard while the losing student had to recognize whether the sentence was of a rising or falling tone. This allowed us to give dynamism to the class so that all students were encouraged to participate. At the end of the class, each student came forward to write a sentence that used one of the tones learned when reading it.

The second class was held on Tuesday, January 31, 2023 and lasted 40 minutes. To begin with, a brief review was made about what was studied in the previous class, then the main topic was taught on which corresponded to the accentuation, they taught what the accent is, the importance of knowing how to recognize the strong and weak syllable of a word and how some words can change depending on where the accent is located. Then we play a video with additional information to what was previously explained in class. Once the educational video was finished, to promote the participation of all the students we played the following game: Using a tape recorder, we reproduced the song Green light, Red light and we gave two students a draft that they had to pass it on to the next student while the song was playing. reproducing, those who had the drafts when the song was paused had to identify the strong and weak syllable of the word that was indicated, in case of failure, any doubts of the student were clarified.

At the end of the last class, what was previously learned was evaluated by means of a test (ANNEX 4) which showed that the applied didactic strategy of the investigation was quite favorable for the development of oral expression of the English language.

CONCLUSIONS

- The development of intonation in the oral expression of the English language was

based from a theoretical point of view, for which we were able to verify that historically the teaching of intonation has been given through different types of overly orthodox methods where didactics is almost non-existent. .

- The application of the diagnostic instruments planned in the research showed that the students have an insufficient level when it comes to making a correct use of intonation, evidencing a lack of knowledge regarding tone (rising and falling intonation) and accentuation (strong syllable and syllable weak).

- Based on the difficulties in intonation found through the diagnosis, a didactic strategy was developed using ludic methods that are fundamentally characterized by dynamism, teaching and the acquisition of new knowledge through play.

- The application of the didactic strategy allowed to corroborate its effectiveness through the improvement of the intonation in the oral expression of the English language of the students of the first year of high school "B" of the Carmen Mora School in Encalada.

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ANNEXES

Appendix 1

Observation Guide

Value table:

levels	Values
Excellent	Always
Regular	Sometimes
Insufficient	Hardly ever

Unit of analysis: Intonation in the oral expression of the English language

Subcategory 1: Tone	
Students are able to easily recognize the two main types of tone. (ascending and descending)	
Students are able to recognize at least one of the two types of tone.	
Students are not able to identify either of the two types of tone.	
Subcategory 2: Accentuation	
Students correctly use stress in a way that identifies strong and weak syllables in a sentence.	
Students correctly use a certain part of stress in a way that identifies a strong or weak syllable in a sentence.	
Students are not able to identify any strong or weak syllables in a sentence.	

APPENDIX 2

Semi-structured interview addressed to the teacher:

Objective: To know how the learning of intonation in the oral expression of the English language develops in the classroom.

Unit of analysis 1: Tone

1. Do students usually have problems using a good tone when expressing themselves in English?

2. Do students understand and/or recognize the rising tone of a sentence?

3. Are the students able to easily identify when to correctly apply a falling tone?

Analysis unit 2: Accentuation

1. Can the student recognize the strong syllable in a sentence?

2. Can the student easily recognize the weak syllable in a sentence?

3. What strategies do you think could be implemented to improve the learning of intonation in the expression of English?

ANNEX 3

Activity to reinforce the learning of the correct use of the rising and falling tone.

Listen carefully and repeat the intonation of the following interrogative sentences:

YES/NO QUESTIONS (rising intonation)

Did you cook?

Is he handsome?

Will you come soon?

Would you like to see a movie?

Have you tried pizza?

WH-QUESTIONS (falling intonation)

Why did you cook?

What does he look like?

When will you eat?

Who would like to see a movie?

When will you try the pizza?

ANNEX 4

Identify and underline the strong and weak syllable of the words in bold. (Use two different colors)

A: His **conduct** is not the most appropriate.

A: I won't tell you how to **conduct** your lives.

B: She set a new world **record** .

B: She has to **record** the class.

C: Cars are our most important **import** .

C: We **import** many cars from Japan.

ANEXO 5

ANEXO 6