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A MODEL EMPHASIZING SELF-LEARNING FOR TEACHING INTONATION FOR VIETNAMESE LEARNERS OF ENGLISH

ABSTRACT:

There exist different philosophies of teaching English intonation, in which the typical approaches are the context-free, grammar related intonation (Halliday, 1967), the information-flow intonation (Brazil, 1997) and socially accountable intonation (Crystal, 1969). Each of these approaches has its own strengths and weaknesses. Additionally, in this age of the internet, the use of information technology in boosting students' self-learning is most likely to be the solution to the paradox between increasing study load and limited class time. Therefore, in this paper, after discovering the problems in Vietnamese students' learning of English intonation, an eclectic and simple instruction for intonation training is devised to promote the good in incorporating technology (Text-to-Speech program, Speech-to-Text program, Youtube video clips, and movies) in teaching to enhance learners' individualization of learning, learning motivation, confidence, and learning in contexts, as well as obliterate the unexplainable cases and overwhelming feelings of the aforementioned intonation teaching approaches.

1. LITERATURE REVIEW

1.1. Intonation – intonation teaching approaches.

Intonation has gained its significance in pedagogy when proving its power in improving the efficacy of expressing meanings and ideas in speaking. It has also shown to be a complicated area of language teaching and learning which is hard to achieve for many. When talking about intonation, the quite clear-cut line is often drawn between native speakers of the language and non-native speakers. That line often creates distinctions in the accepted standard intonation perceived in different countries and regions. An example of this acceptance is illustrated in the many profiles of female or male voices speaking British English, American English, Australian English, and even Indian English in some text-to-speech soft-wares. Each of the representative speakers in such tools has some distinctive characteristics in their speaking that is widely recognized as a norm in that specific country or region.

There are three main schools of thought about intonation: intonation as a part of grammar, intonation in relation to the flow of ideas, and intonation in context (Tannen, D., Haminton, H. E. & Schiffrin, D., 2003)

The intonation-as-grammar is represented by Halliday who believed that intonation and grammar was interconnected. He compared Vietnamese and English intonations by pointing out that the former's intonation carried the "lexical meaning" while the latter's had grammatical attributes (Halliday, 1967, p. 10). In addition, the concrete notion of intonation was described by Bloomfield (1933) when he segmented intonation into three components: time, loudness, as well as pitch, and also related them to sentence structures. This division was also advocated by Bernard Bloch and George Leonard Trager (1942). In brief, intonation-as-grammar simplifies rules of intonation for the majority of basic structures in English, which can be used in teaching beginners; however, it will also leave many irregular cases unexplained.

On the other hand, intonation-as-information-flow emphasizes the influence of "common ground" in speakers' and listeners' understanding about what is conversed between them. For example, in statements the falling tone at the end of each utterance is for adding an additional piece of the common ground, while the rising one reflects that the information has already been or is expected to be in the common ground. Also David Brazil (1997, p. 7) came up with the concept of tone units, which are described by as containing one or two syllables. Following is an illustration of the tone units that receive stress in a sentence extracted from his book:

*I think on the **WHOLE** that these of**FIC**ials do a remarkably good **JOB**.*

However, the sentence can be spoken with different stresses according to the meaning the speaker emphasizes as follows:

- (a) I **THINK** on the **WHOLE** that **THESE** of**FIC**ials do a re**MARK**ably **GOOD** job.
- (b) I think on the **WHOLE** that these of**FIC**ials do a remarkably **GOOD JOB**.

According to Lee et al. (2007, p. 97), the focus constituents carry the emphasis of meaning to make them prominent sections of the speech which are marked by the fall of the pitch after them. The capitalized parts in bold above are the prominent syllables which receive more stress due to not only the stress pattern for individual words as described in dictionaries but also the emphasis on the meaning of the words. As asserted by David Brazil (1997, p. 8), the position of the

prominent syllables may not change among the utterances as in **WHOLE**, of**FICIAL**, and re**MARK**ably. However, their number may vary when there are six of them in (a) and four in (b). This concept of intonation emphasizes the concrete idea of tone units whose frequency of prominence can be used to explain what Warren and Paul (2005) called “the multiple layers of meaning conveyed by intonation.”

The third concept is intonation-in-context which deals with what Goffman (1981) named “system requirements” (conditions for interactions in general) and “ritual requirements” (the norm for individual interactions). The contextualization of intonation facilitates such interactive functions as turn taking, and topic management. This viewpoint gives explanations to all rules and exceptions of intonation, covering all cases, but it is vague and seems inapplicable for beginners of English who needs to have more concrete rules to follow before they can improvise basing on the meaning emphasis or real interactional requirements. This conception is advocated by Crystal (1969, p6) saying intonation “...is viewed as the product of a conflation of different prosodic systems of pitch contrasts”. According to Crystal (1969, p.7) The intonation of a person cannot always follow a fixed pattern for every situation because there are sometimes uncertainties in the speakers about the prosodic features that they use and the vagueness in the diversity of influencing factors ranging from the cultural or conventional norm to individual physiological varieties. In other words, it will be unconvincing for teachers to give fixed models of intonation to students while the contexts of language use which involve many social aspects of the conversations like social status, educational backgrounds, benefit-based relationships and so on give rise to variation. Indeed, sometimes people raise or drop their tones in speaking just because they are in different moods.

Moreover, David Crystal (1969, pp. 44-45) cited Sapire (1921, p. 47) in combining the linguistic and social factors of intonation:

“Intonation in turn has three levels: (a) and individual element; and a social element which is determined by (b) linguistic patterns (‘a necessary part of our speech’), for example interrogative attitude, and by (c) the general range of intonation and habits in one’s society or group – this being linguistically irrelevant.”

In terms of practical pedagogy, the teaching of intonation is expected to be done in the increase of complexity, starting from the most basic rules. As is clearly shown in any teaching approach,

the modelling stage is normally emphasized to help learners envision what they are expected to learn and how the outcome should be like. To promote the strengths of each of the three approaches in intonation above, this paper aims at creating a teaching - leaning model suitable for eliminating problems in teaching and learning English intonation for Vietnamese people.

1.2. ICT in teaching

In the abstract of Liam Heaney (2003), he asserted that ICT provides learners with the means to boost their understanding, as well as knowledge and skill attainment. The importance of introducing technology into teaching and learning environment is also confirmed by Carolin Fuchs and Farah Sultana Akbar (2013) in the face of the rapid development of online learning.

Fortunately, the paradox of learning load and the time limit of teacher-student meetings has been recently solved by the assistance of information technology in pedagogy. The teachers cannot always be there for every student when they are in need, and this gap can be filled by technological learning tools. In this model, students will work with Oddcast Text-to-Speech program, Speech-to-Text program, Youtube clips and movies in the absence of the teacher.

1.3. Personalized learning

Among many intelligences of a learner, I would like to mention the musical - rhythmic ability. It is because when spoken, languages sound like songs with rhythm, pitches, and silence all mixed together. Moreover, speaking a second language also requires people to imitate the accents and basic phonetic sounds of consonants and vowels of that language. It is proved that people with musical aptitude usually have better pronunciation when learning languages (Riia Milovanova et al, 2010). The ability to recognize and reproduce sounds, pitches and rhythm are evidences of musical ability, and thus somehow relates to language learning ability. For Vietnamese speakers, the absence of some sounds in their mother tongue compared to English is understandably a problem for many English learners. However, there is a discrepancy in this ability in different people. That is why learning can only take place efficiently when the right conditions for each individual are met. Ironically, teachers cannot always meet the demand of such heterogeneous student body. What they try to do may be simplifying the problems and generalizing the differences, which is sometimes done at the cost of negligence of individual learners' learning preferences.

As asserted by Raya, M. J. and Fernández, J. M. P. (2002, p. 65) the personalization of learning is realized by technology which provides knowledge about the subject matter to each learner when they are in need of searching for it. Therefore, the answer to the learning problems in general, and learning intonation in particular is the individualization of learning based on the philosophy that learners know what they want and need most. Even if they need help, it is them who decide what they need and when. Obviously, this idea do not go to the extreme where learners are free from any control of teachers or classrooms, but it compensates for the gaps when teachers cannot sit down and work with every learner.

2. PROBLEM

2.1. Recognition of the problem:

The author taught speaking to IELTS students through Zooms and he kept track of students' progress by making recordings of the lessons. He then randomly picked the recordings of class meetings of two online classes of different levels according to the placement test result. Through the recordings, whose audio files are listed in hyperlinks in the appendices, the author realizes two aspects that need improvement: intonation, and pronunciation of individual sounds. However, the pronunciation of individual sounds shows improvement in the more advanced class while intonation still remains the problem of both learners of two classes and sometimes of their Vietnamese teachers. Therefore, it seems that intonation is a more persistent problem. Moreover, when talking about traditional teaching of English pronunciation, the popular main aim is to help learners produce individual sounds correctly. This is evident when most pronunciation series come out in google search's first results are about training minimal pairs. The teaching of intonation is, therefore, facing a huge negligence in the pedagogical practice. Taking for granted that pronunciation lessons of individual sounds will be provided if necessary, in the scope of this paper, because of the persistent and neglected intonation problems in most language courses, the author will only address English intonation teaching.

2.2. Analysis of the problem

2.2.1. The analysis of learners' recordings

Also reflected from the recordings, intonation errors prove inconsistent in individual learners. For example, sometimes they produce good intonation for statements with

falling tone at the end, but they do not occasionally. More importantly, in longer utterances, the flat tone is overused, so the speech turns monotonous and tedious.

This may have the root from the separate learning of words, so the stress assigned to the word's syllables are right most of the time. However, the combination of such words into sentence-length utterances to sound vivid is a problem.

2.2.2. The comparison between the Vietnamese and English news report in pitch changes

Technically, the pitch of a sound is decided by the high and low frequencies of the sound waves. In particular, the high and low pitches of a sound can be measured in high and low frequencies respectively. It is often mistaken to attribute more tonal use to tonal languages like Vietnamese than non-tonal language like English. Actually, it does not mean that the Vietnamese raise and drop the pitch in speaking more often than English native speakers do.

It all starts from the author's experience of teaching Vietnamese to an American native speaker. The problem the author faced is controlling the free allotments of high and low pitches of his learner which accidentally give different tones to words and obviously changed the meaning of the words in this tonal language. From that experience, he realized that the alternation of pitches was also as frequent in English as in Vietnamese. Therefore, his measure at that time was to help his learner flatten the tone to make his words sound more like Vietnamese than when tones were added freely and incorrectly.

When putting the speech of a normal Vietnamese and English speaking TV shows into Audacity for frequency analysis, the result is that the frequency in English speaking show varies more often than that of the Vietnamese show. The selection of the part of the news report takes into consideration the difference in the pitch of different genders; therefore, only the extract with the male voice will be compared in this case. The source for English speaking news is cut from minute 4:40 to 5:40 of the CNN student news program at <https://archive.org/details/student.news.2009.10.09.cnn>, while the Vietnamese

news was cut from minute 3:30 to 4:30 of the program at <http://atv.org.vn/truyen-hinh/ban-tin-thoi-su-15h-1/15772/ban-tin-thoi-su-15h-22-05-2016-.aspx>

The frequency analysis at the text level:

The following Figures illustrate the frequency change in one minute excerpts of the two pieces of news.

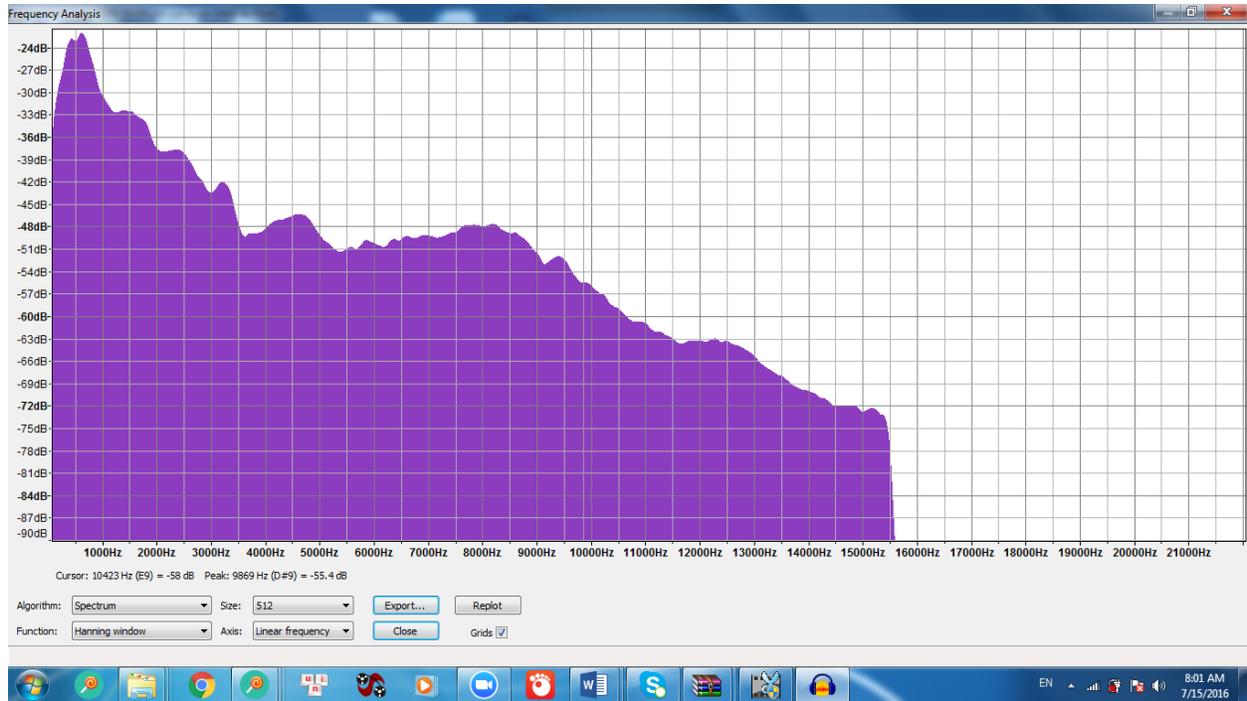


Figure 1: Frequency analysis of one-minute excerpt of CNN student news from minute 4:40 to 5:40

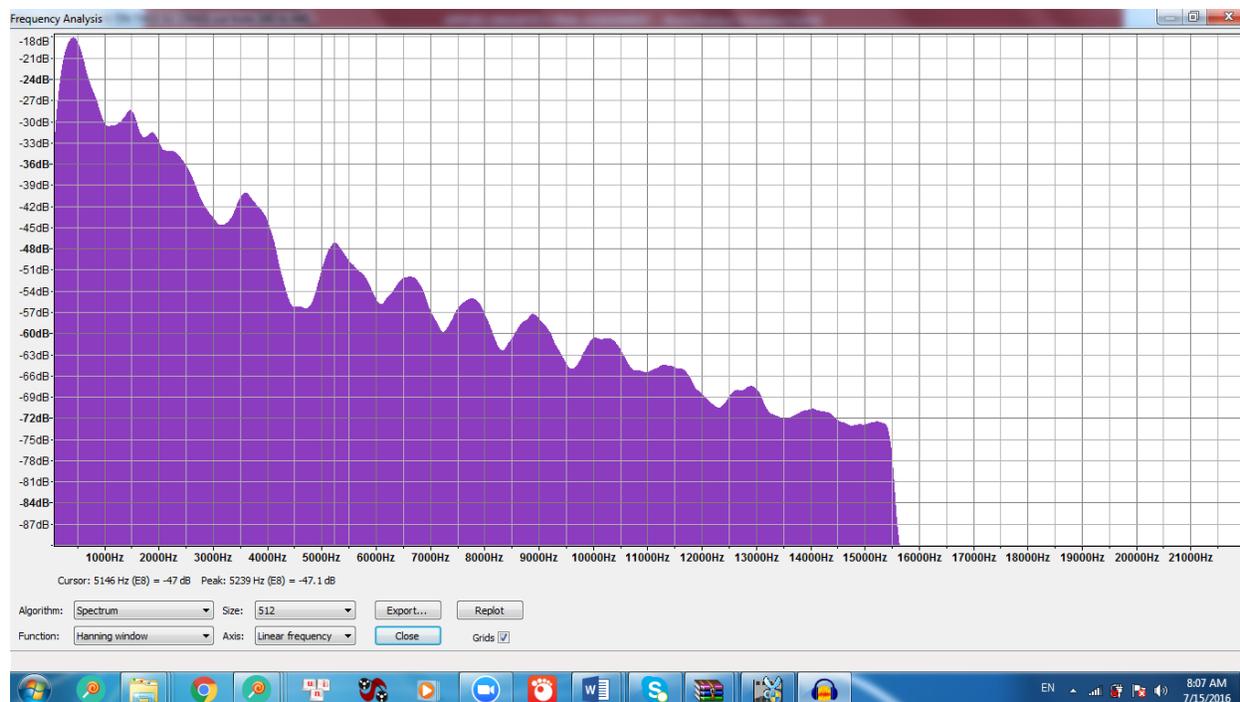


Figure 2: Frequency analysis of one-minute excerpt of An Giang television News from minute 3:40 to 4:40.

The stereo tracks are split to be used in frequency analysis. Then the spectrum plot function in Audacity helps describe the frequency range in the recordings. As is shown in the two graphs above, it is clear that the English text has smaller but more frequent variations in frequency. In particular, there are more than 20 minor fluctuations of frequency in the English excerpt while the figure for the Vietnamese one is only 14. It means that in the text level, the multitude of variation is less in English than in Vietnamese; however, in smaller units, spoken English requires more frequent fluctuation in pitches from its speakers.

This recognition requires another analysis at sentence level where two sentences that have similarly 32 syllables are compared. The same technique in frequency analysis is used to examine the variations, and the result is as follows:

The English sentence: “The point of the seventy nine million dollar mission to analyze the moon dust to see if it contains water vapor” (32 syllables) has the following frequency chart:

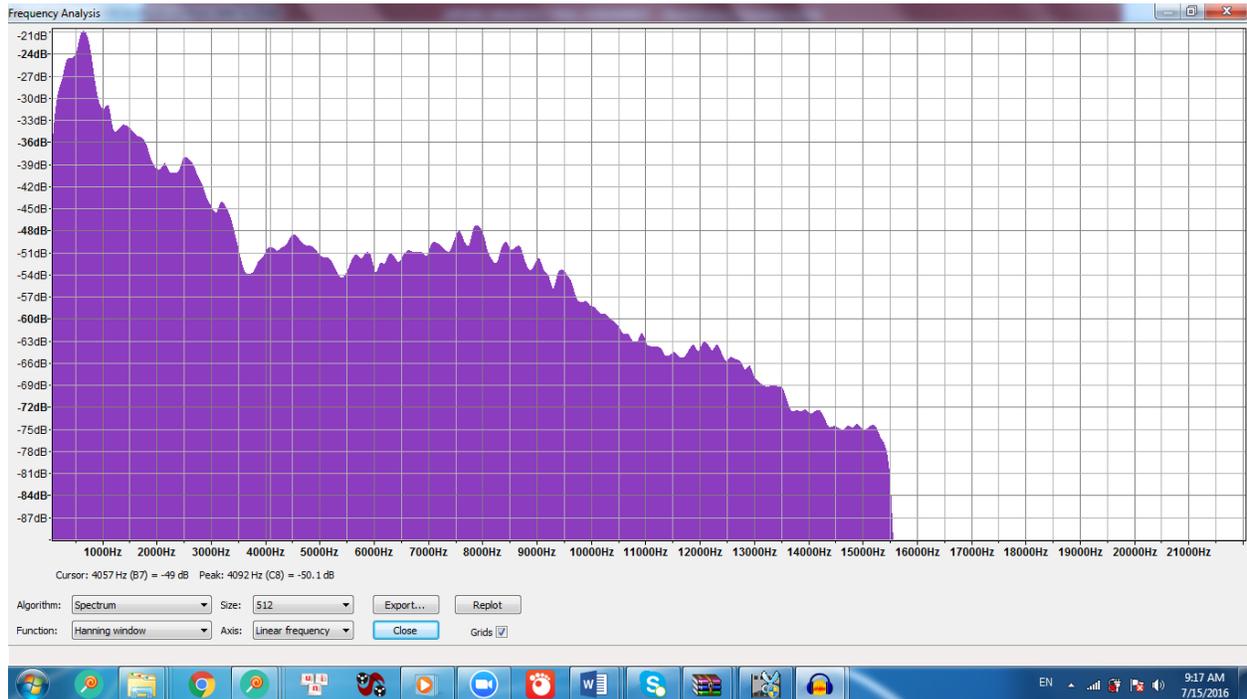


Figure 3: Frequency analysis of a 32-syllable sentence of CNN student news.

The Vietnamese sentence: “Theo công ty cổ phần phát triển du lịch An Giang cho biết, cao điểm thứ bảy, chủ nhật thu hút từ hai ngàn đến ba ngàn lượt khách đi cáp treo” (32 syllables) has the frequency chart below:

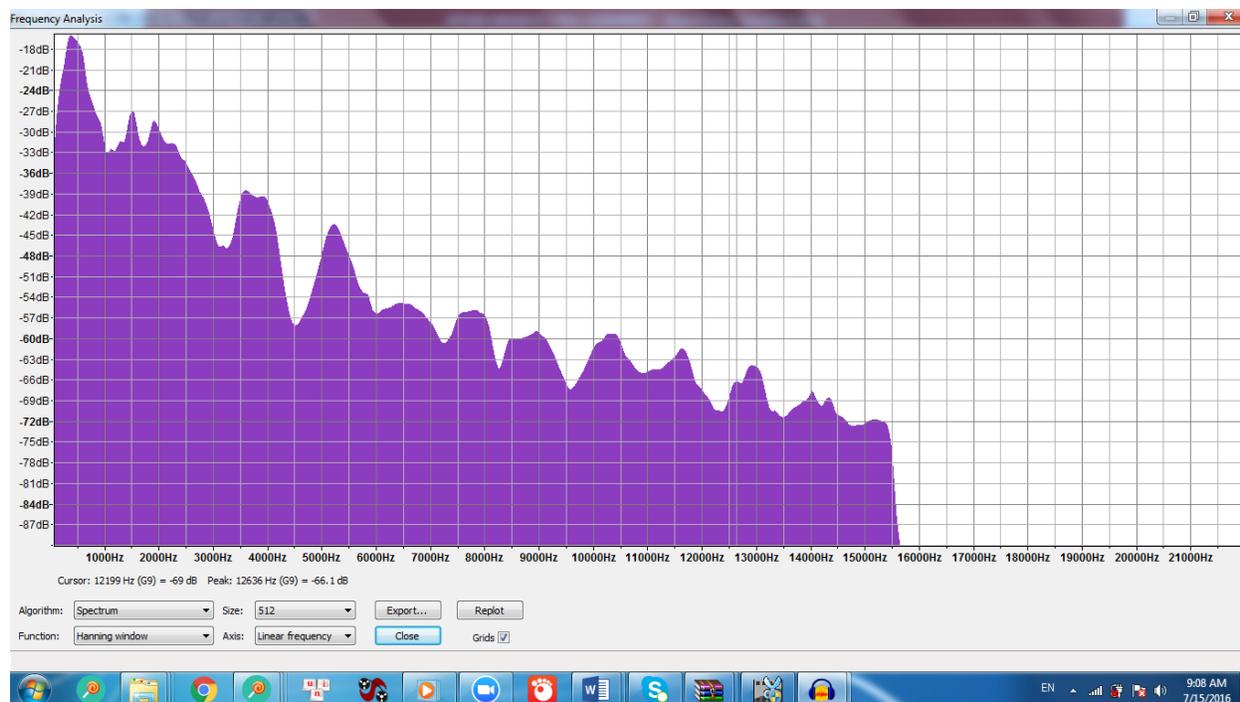


Figure 4: Frequency analysis of a 32-syllable sentence of An Giang News

The frequency analyses at sentence level in Figures 3 and 4 reveal that if peaks are counted, although there are 32 syllables in each sentence, only 14 peaks of frequency are seen in the Vietnamese sentence while the number for the English sentence is more than 28. This clearly proves that in the news, English speakers raise and drop their tones more frequently than Vietnamese people. To be more specific, **while Vietnamese people have clear-cut raise and drop of the tone for each separate syllable, English speakers may use the pattern of rise-fall or fall-rise right in a single syllable.** This fact then somehow explains that Vietnamese learners of English find it hard to acquire a native intonation due to the less frequent use of pitch alternation in their mother tongue.

3. SOLUTIONS

3.1. Summary of the intonation teaching and learning model:

From the analysis of intonation problems of Vietnamese students in speaking English and the consideration of the simplicity of the model, availability of the technological tools used, and the individualization capability, the following six-step model is devised:

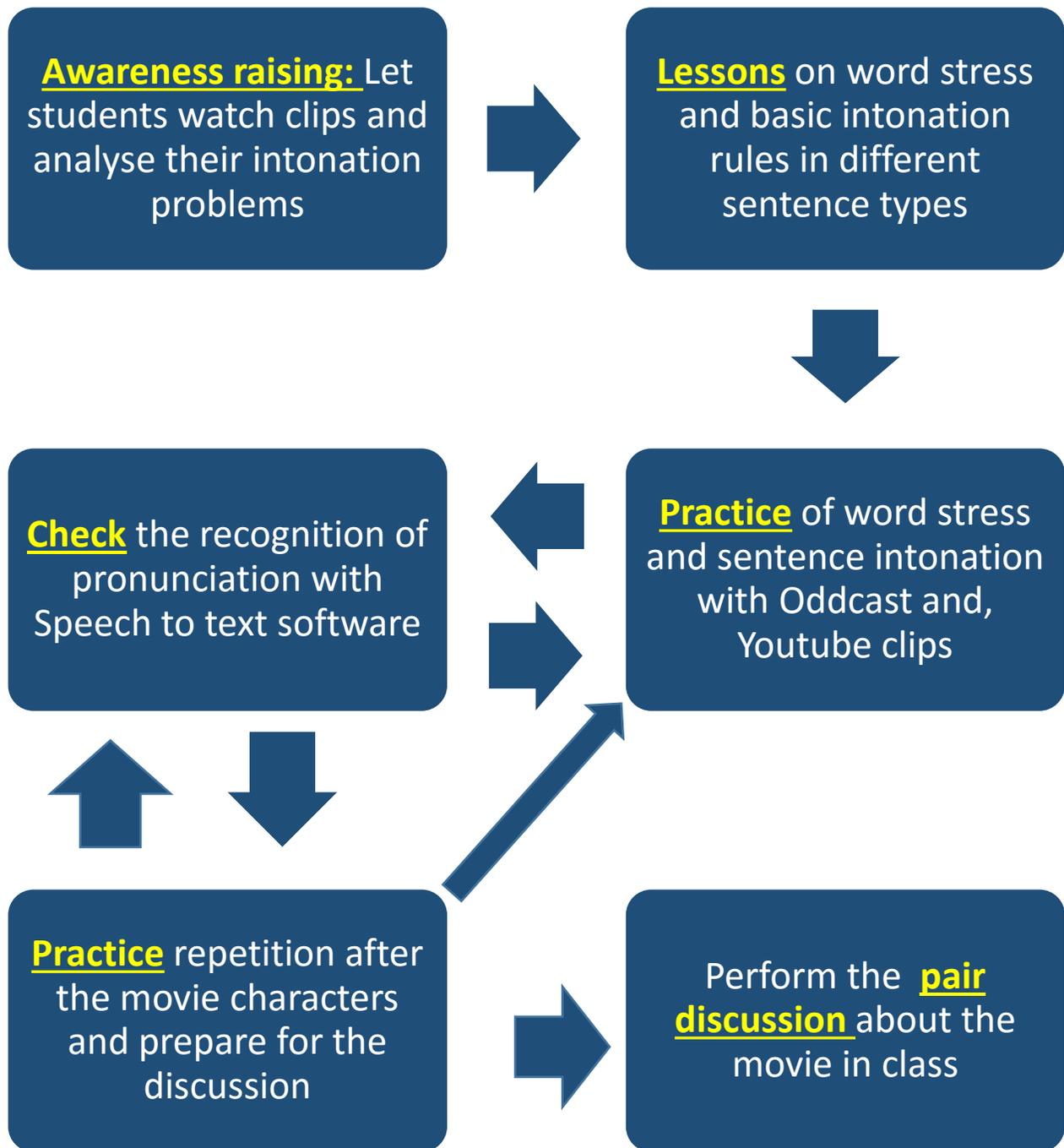


Figure 5: The model of teaching English intonation.

3.2. Explanations of the model:

3.2.1. In-class instruction: this part comprises 2 steps:

The first step to carry out should be an awareness raising session which clarifies for each student their problems in English intonation. This serves dual purposes of triggering the wish to improve themselves and introducing the model of the expected outcome of all the coming practice. This step is done with Youtube videos of CNN student news and educational clips of Rebecca as two representatives of American native speakers as listed in the appendices. Necessary analysis should be done to help learners recognize their own problems in producing spoken English differently from the native speakers in the clips.

The second step is offering a few lessons based on Halliday's theory of intonation-as-grammar to show the general pronunciation rules for statements, Yes/ No questions, Information questions, and exclamatory sentences. Also, word stress should be focused on this stage because it affects the prominence students give to segments of multi-syllable words in each sentence. After that, a series of exercises on word stress and intonation patterns of those sentence structures will be given as homework with the help of Oddcast Text-to-Speech program as a standard for students' comparison between their intonation and the norm of native speakers. To make the practice more comprehensive to involve the practice of pronunciation as a whole, students are asked to read the sentences in the exercises into Speech-to-Text program at <https://speechnotes.co/> to get the correct recognition from the software. If they fail to do so, they can come back to Oddcast Text-to-Speech to have more training. However, up to this point the practice still focuses merely on grammar-intonation and many social and real-life aspects of the language use are still ignored.

The explanation for the first two steps is that it is necessary to teach students basic intonation in grammar related issues as a foundation for them to have solid rules to understand the principles of the utterance of the whole sentence in relation to the word stress knowledge. This achievement can build up students' confidence when dealing with intonation, and gear them up for the next steps which are more flexible and less controlled. The lessons are to help students pay attention to word stress by checking the dictionary more for it, and know that sentence stress often falls on information words like

4. What's your initial name?
5. What's your family name?
6. What's your great-grand- mother's name?
7. What's your investigator's name?
8. What's your first investigator's name?
9. What's your previous investigator's name?
10. What's your friend's previous investigator's name?

This set of sentences demonstrates how adding a syllable may alter the pitch sequence in a sentence, and how much higher or lower sound frequencies that the similar words in each sentence are pronounced with.

In order to use the software, firstly, the students are asked to go to the Oddcast website and type the sentences from the list above into the box and choose the British or American voice they like according to their gender to practice saying the sentences. The discrepancies among the sentences will be recognized differently by each student, and the teacher expect that they adjust the high and low of their pitches and tones differently to achieve a native like intonation for such sentences. This practice gives the students general ideas about the bordering line between basic rules of intonation to conform to (for statements, questions, and exclamation sentences) and the loose control of the pitch in the middle of sentences. It also builds up the habit of checking and looking for native like intonations in various speech productions later on and lend students a tool to conquer native-like intonation.

In addition, students are required to watch the following Youtube clips to see how much native speakers can manipulate their intonation in speaking. For female students, they are asked to watch the Youtube series by Rebecca with the sample clip at <https://www.youtube.com/watch?v=fXVoT7VMCpM>. For male ones they are asked to watch CNN student news by Carl Azuz at <https://www.youtube.com/user/CNNStudent>. Students are encouraged to use the software to check the pronunciation of sentences that they hear in CNN student news and Rebecca's clips which have subtitles or script. The reason why the teacher should choose these two figures for students' intonation familiarization is because they are active, and intriguing presenters who use a lot of rises

and drops in voices to create attractive programs. By watching those clips, students are expected to widen their range of pitches and escape the monotonous limit they are having in their Vietnamese.

In the fourth step, the students will check their pronunciation of the sentences they extract from the CNN student news and Rebecca's clips with the Text-to-speech program at <https://speechnotes.co/> to ensure they pronounce words with correct stresses, sounds and have understandable intonation. If they do it right, their utterances will be transcribed to written texts; otherwise, they have to come back to practice more with Oddcast Text-to-Speech program and return to check later.

In the fifth stage, the students are asked to watch the movie "The social network" and choose an extract they like to practice intonation with by pausing and repeating after the characters. If they need to check their pronunciation, they can go back to work with Speech-to-Text program or have more training with Text-to-Speech engine to prepare for the discussion about the movie they see answering the questions in the speaking card.

Finally, there will be a discussion session in class in which pairs of students are asked to have a conversation about the movie they saw. This activity puts students into a real life situation when they are randomly paired and discuss about a real-life topic. They are required to have proper pronunciation in general and reasonable intonation in stressing important information, stating contrasting ideas, agreements, or expressing emotional reactions and so on. The questions in the speaking card acts only as a suggestion, as shown below:

Discuss in at least three minutes about the movie "The social network" answering the following questions:

1. What is the movie about?
2. Who is your favorite actor/ actress?
3. What do you like about the movie?
4. What lesson(s) do you draw from the movie?

You are expected to use appropriate pronunciation and intonation to make an interesting discussion. You are encouraged to add more information besides the answers to the questions above.

The similar speaking card then will be given to students who are asked to prepare to discuss the next meeting for intonation drill till the end of the course. Obviously, this intonation section is expected to be only a part of the larger course, so time allotment is advised to be suitable for the syllabus.

4. EXPECTED OUTCOME:

The teaching model involves the modeling stage which gives the training of basic intonation patterns of some popular grammatical structures like statements, questions, and exclamations. It familiarizes them with the concept of intonation, and open their minds to accept more features of the issue in the next stage.

Then the introduction of longer sentences and the variation of intonation when additional syllables are added into the original sentences helps raise awareness of students about the necessity of pitch variations in more extended utterances. This recognition is maximally supported by Oddcast software and the Speech-to-Text program as a substitute for teachers. This coincides with the individualization of learning when students find interested in the intonation of some sentences they find or come across, they will do the intonation check with the software and learn it for themselves. Also, in Oddcast, the students are given freedom to choose from a variety of accents they love to confirm to according to their personal interest. This individualization in the choice of models to follow creates motivation and efficacy in learning. Another guarantee for the success of Oddcast speech-to-text use is that its effectiveness has been proved through the project to encourage students' self-learning (Mitra et al., 2003, pp. 75-83) in which students interacted frequently with the program, not the teacher, but they had clear improvement in their pronunciation.

In the next stage, the students are guided to broaden their experience of intonation use in real life in news programs and educational Youtube clips. At this stage, what students used to think as overdramatized in the manipulation of intonation will be eliminated in the witness of melody-like intonation of native presenters. From this stage on, students work with not only audio sources but also video ones which triggers the additional auditor and visual senses as a part of multi-sensory leaning environment which is proved to be effective by Minjung Kim et al. in

(Kim, M., Hwang, J. & Cho, K., 2012, pp. 43-50) where kinesthetic and tactile senses are also developed in the teaching model. However, the language is still restricted in the news and presentations, where it is mostly formal. To diversify the language use in the intonation lessons, the movie “The social network” is introduced. In the movie, besides formal language, colloquial English is used a lot to give students more chance to expose to real-life intonation. Additionally, the movie is chosen because it describes the university life which is the main topic of IELTS tests. Also, the origin of Facebook, the greatest social network in the world honoring its founder, Mark Zuckerberg, is expected to be attractive to students of the IELTS classes.

Finally, the practice of intonation culminates in the creation of the recording answering the questions about the movie “The social network”. At this time, what students have perceived and practiced so far is utilized to a high level to make a meaningful and interesting presentation. Later, pairs of students are asked to prepare the discussions about any movies they like, and this motivates them to have more involvement in learning as they can do what they like. This assignment also ensures that students take the course seriously and feel obliged to create a product out of it. This obviously is another motivational tool for ensuring the quality of the course.

In conclusion, the model is practical because the process from modeling to recording making is simple and involves tools that are free to use and easy to find. The course goes from theoretical learning to practice and application. It also develops from context-free practice to context-bound exercises. Therefore, after taking steps of this teaching-learning model, students are expected to be highly motivated to do self-exploration, self-improvement, and thus succeed in their training of English intonation. With the right selections in the movies students see for the practice, this model can apply to students in a wide range of age (as long as they know how to type), and level due to the fact that it is mainly based on the students’ personal selection of what they want to study. Moreover, this motivational effect do not only lasts for one or two months, but it may become a self-learning habit to make students’ learning of intonation in particular, and of other language areas and skills in general a life-long learning journey.

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APPENDICES

i. Transcript of the news:

The transcription of the excerpt from minute 4:40 to 5:40 CNN student news on October 9, 2009:

This is expected to pick up a massive clouds of dirt which a second space craft would collect before it crashed too. (28 syllables)

The point of the seventy nine million dollar mission to analyze the moon dust to see if it contains water vapor. (32 syllables)

NASA believes that water on the moon could be an important resource for more space explorations. (25 syllables)

Alright coming down to Earth. (7 syllables)

The debate over the health care reform is set for a significant moment next Tuesday. (23 syllables)

That is when the senate finance committee is get to the vote on its health care bill. (21 syllables)

The committee passed that legislation (10 syllables)

It does not automatically become laws. (11 syllables)

It's just one of the steps before debate on the issue moves to the full house in senate. (22 syllables)

When that happen, one of the biggest issues could be whether or not to include a government run health insurance program. (31 syllables)

Something the senate finance committee voted against last week. (16 syllables)

In Oklahoma, some team drivers are experiencing just how distracting it can be to text from behind the wheel. (29 syllables)

Therefore, it is understandable that most of the time, the difficulties of Vietnamese English learners in imitating English intonation is the constant upward and downward trend of the pitches.

The transcription of the excerpt from minutes 3:40 to 4:40 of An Giang's News program on May 22, 2016.

...tỉnh để sớm đầu tư vào phát triển du lịch khu vực núi Sam góp phần phát triển kinh tế xã hội của tỉnh (sentence fragment)

Thưa quý vị và các bạn, vào những ngày hè đông đảo học sinh sinh viên và du khách đến núi Cấm huyện Tịnh Biên tham quan và cúng viếng. (30 syllables)

Theo công ty cổ phần phát triển du lịch An Giang cho biết, cao điểm thứ bảy, chủ nhật thu hút từ hai ngàn đến ba ngàn lượt khách đi cáp treo (32 syllables)

Công ty đã đầu tư các gian hàng quà lưu niệm, đặc sản đường thốt nốt Bảy Núi, mấm Châu Đốc, khu vui chơi giải trí, ẩm thực tại khu vực nhà ga cáp treo để phục vụ nhu cầu mua sắm của khách du lịch. (46 syllables)

Từ đầu năm đến nay khách du lịch đến An Giang đạt khoảng năm phẩy bảy triệu lượt khách, tăng không phẩy chín phần trăm so với cùng kì, chín mươi một phần trăm kế hoạch, doanh thu đạt một ngàn một trăm chín mươi tỷ đồng. (47 syllables)

Trong đó khách lưu trú và lữ hành đạt trên hai trăm ba mươi bốn ngàn lượt, tăng tám phẩy ba phần trăm so cùng kì. (26 syllables)

Khách quốc tế hơn bốn mươi ngàn lượt tăng chín phẩy ba phần trăm so cùng kì (17 syllables)

Thưa quý vị và các bạn, một trong những hoạt động nổi bật của các chiến sỹ tình nguyện trường đại học khoa học xã hội và nhân văn... (sentence fragment)

ii. Sources of recordings for problem analysis:

Students' recordings:

IELTS-5.5-

6.5: <https://drive.google.com/file/d/0B8WELez6hqOuVEduZk1Val9kcU0/view?usp=sharing>

<https://drive.google.com/file/d/0B8WELez6hqOuWkpWMkVHZ2VXcXc/view?usp=sharing>

IELTS 6.5 +

<https://drive.google.com/file/d/0B8WELez6hqOuQ1IOZE40RHpuZVU/view?usp=sharing>

News extracts:

CNN student news extract

<https://drive.google.com/file/d/0B8WELez6hqOuXzIxQ1k1YVIDVXc/view?usp=sharing>

An Giang news extract

<https://drive.google.com/file/d/0B8WELez6hqOua3FHclYzQIBCSIE/view?usp=sharing>

Text to speech program

http://www.oddcast.com/home/demos/tts/tts_example.php

Speech-to-Text program

<https://spechnotes.co/>