

Intonation Matters

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Learning a language is a protracted process that requires perseverance. Perseverance can't be taken from nowhere, especially if the learning process does not contribute to increasing or at least maintaining the student's motivation. The research focuses on the study of intonation models and considers it as a way to increase student's motivation.

The purpose of the research is to prove that working with different intonation models helps to increase the motivation of language learners and positively influences the effectiveness of the learning process.

To prove that study of intonation models increases the motivation of language learners the concept of intonation and its structural composition was analyzed. Based on the research of colloquial English intonation, made by J.D. O'Connor and G.F. Arnolds (Intonation of Colloquial English, Longman 1978), the following functions of intonation were identified: to express speaker's attitude towards something and to convey the meaning of an utterance. And, according to the definition of intonation, given by L.R. Zinder (General phonetics. Training manual. 2nd edition, revised and enlarged. - Moscow: Higher Scholl 1979) the main types of intonation models, such as terminal tone, pitch of the voice, sentence stress, tempo and pauses were highlighted. The cases when intonation performs its functions are considered in the research on the examples of Tim Cook's speech and some specially prepared sentences where difference in intonation leads to a change in a meaning of an utterance.

Analysis of intonation pattern of a language helps to move towards the study of the ways to increase language learners' motivation. The main factors for increase of motivation were considered based on the research of A.K. Markova (Formation of motivation to learning process. Prosveshchenie, 1990) and L.A. Sobinova (Factors for the development of motivation for learning process.). Seven of these factors such as right targeting and understanding the need to achieve the goals; micro-targets detailing approach; commensurability of the goal with student's capabilities; practical relevance; emotional influence; dialogue involvement; authentic video material usage were identified as ones that may be caused by the study of intonation models. The ways these factors help to increase the motivation are described in the research and scientifically well founded.

Thus, during the research it was theoretically justified that work with intonation models increases students' motivation and positively influences the effectiveness of the learning process. The novelty of the research lies in the fact that this method of motivation has not been previously considered. Further development of the project implies practical implementation which is to use a set of prepared materials for working with intonation models in foreign language classes of non-linguistic faculties.

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