University of Bahrain

College of Arts

Department of English Language and Literature

The Discoursal Features of English Intonation in the Speech of Bahraini EFL Students

A Thesis submitted in partial fulfillment of the requirements for the Master degree in Applied English Language studies.

Submitted by

Mais Omar AlDwairi

20093436

Supervised by

Dr. Martin Parker

(Associate professor)

University of Bahrain

Kingdom of Bahrain

December, 2018

University of Bahrain

College of Arts **Department of English Language and Literature**

The Discoursal Features of English Intonation in the Speech of Bahraini EFL Students

A Thesis submitted in partial fulfillment of the requirements for the Master degree in Applied English Language studies.

Submitted by

Mais Omar AlDwairi

20093436

Supervised by

Dr. Martin Parker

(Associate professor)

University of Bahrain

Kingdom of Bahrain

December, 2018

Defense Committee's Approval

University of Bahrain
College of Arts
Department of English Language and Literature
M.A Program in Applied English Language Studies

Student **Mais Omar AlDwairi**, ID number **20093436**, defended her thesis by which she fulfilled the requirements for the degree of M.A in Applied English Language Studies, entitled (The Discoursal Features of English Intonation in the Speech of Bahraini EFL Students) on this day of **26 / June / 2019**

The committee recommends awarding of M.A. Degree with the grade of: _____

(Defense Committee)

Name		Signature
Dr. Martin Graham Parker	Supervisor	.....
Dr. Ali AlJassim	External Examiner	.....
Dr. Madani Othman Abdullah	Internal Examiner	.....

Abstract

The teaching of pronunciation has for a long time concentrated on segmental features. However, suprasegmentals should also be considered as they have a considerable influence on intelligibility. The purpose of this thesis is to call for the teaching of English intonation to Bahraini EFL learners. This was done through an investigation of the discoursal features of English intonation in the speech of Bahraini EFL students. The study adapted a qualitative approach using David Brazil's model of discourse intonation (Brazil, 1997) as a theoretical framework to compare the features of English intonation of two Bahraini EFL leaners and those of native speakers. The study revealed that Bahraini EFL students differ from British native speakers in their division of tone units, prominence selection, and tone choice. These features seem to be likely due to the students' lack of awareness of the appropriate use of intonation as well as of its importance for intelligibility among non-native and native or other non-native speakers of English. The major recommendation was to familiarize learners with intonation by teaching intonation patterns explicitly instead of relying on the traditional repetition dills instruction. Although this study used Bahraini EFL learners, it may be of interest to others who learn English as a second or foreign language.

Keywords: Suprasegmental features – Intonation – Intonation features

Table of content

	Abstract	I
	Dedication	II
	Acknowledgment	III
	Table of content	IV
	List of figures	VI
	CHAPTER 1: INTRODUCTION	1
1.1	General background of study	1
1.2	Communicative and discourse function of intonation	4
1.3	Statement of the Problem	7
1.4	Research questions	8
1.5	Research objectives	8
1.6	Research hypothesis	8
1.7	Significance of the study	9
1.8	Limitations of the study	10
1.9	Definitions of terms	11
1.10	List of intonation analysis symbols used	12
1.11	Structure of the study	13
	CHAPTER 2: LITERATURE REVIEW	14
2.1	English language components	14
2.2	What is intonation?	16
2.3	Acquiring intonation	17
2.4	English intonation	18
2.5	Arabic intonation	22
2.6	Theoretical frame work adapted	23
	2.6.1 Functions of intonation	23
2.6.1.1	Discourse functions of intonation	25
2.7	**Previous studies of English intonation**	27
	2.7.1 A brief history of intonation studies	27
	2.7.2 Previous studies of English intonation by EFL learners	32
nnnn	CHAPTER 3: RESEARCH METHODOLOGY	37
3.1	The subjects	37
3.2	Date collection procedures	38
3.3	Method of data analysis	38
	CHAPTER 4: DATA ANALYSIS AND DISCUSSION	40
4.1	Data analysis	40
	4.1.1 Prominence	40
	4.1.2 Tone	43
	4.1.3 Key and Termination	46
4.2	Discussion of results	48
	Chapter 5: Conclusion and recommendations	51
5.1	Conclusion	51

5.2 Recommandations 52
5.3 Pedagogical Suggestions 54
5.3.1 Why Should English Teachers Prioritize Intonation? 54
5.3.2 Four effective intonation activities 55
Summary of the study 58
List of references 60
Appendixes 64

Dedication

This study is dedicated to my parents, brothers; Mohammad and Yousef, sisters; Taqwa, Zainab and Mariam, and to my fiancé; Mohammad Mobaideen. I also dedicate this to my supervisor; Dr. Martin Parker for making this research possible. Thank you all for the support.

Acknowledgment

I will be forever grateful to my family for providing the inspiration, encouragement and support I need to achieve the best I can.

Huge thanks goes to my supervisor, Dr. Martin Parker. Without him I wouldn't reach this point. He was there with helping hands.

Special thanks to Shoug AlTamimi and Hajar AlTamimi for their participation in this research.

Thanks to all MA instructors at the college of arts and my colleagues in the MA program. With them I experimented the supportive and cooperative community.

List of tables and figures

	Page number
Table 1: : Intonation sub-systems in Brazil's model	7
Figure 1: Pitch movement in Speaker A voice	45
Figure 2: Continue: pitch movement in Speaker A voice	45
Figure 3: Pitch movement in Speaker B voice	46

CHAPTER 1: INTRODUCTION

1.1 General Background

The main goal of learning a foreign language is successful communication; i.e. when one speaks, others understand him/her and vice versa. Furthermore, language learners most often seek to acquire native-like fluency. Successful communication is necessarily associated with saying meaningful utterances as well as the way of saying a meaningful utterance. However, according to Gilakjani (2011), sometimes language teachers tend to focus on the meaning and neglect the phonological aspects. An accurate pronunciation of a word is important because it brings meaning. There may be confusion between minimal pairs (e.g. bed, bad) and this may compromise meaning. Word stress also can change the meaning of a word (e.g. record (v)/record (n)). Similarly, although rhythm is not likely to affect the meaning, it does help the listener follow the speakers' thinking. Likewise, intonation is important in conveying attitude (e.g. high start for questions/ low start for statements). Therefore, phonology, which is the study of the patterns of sounds in a language and across languages, is an important aspect of speech and for successful communication.

Moreover, there are two phonological aspects of speech, segmental and suprasegmental. While segmental features include vowels and consonants, suprasegmental features include pitch, length, rhythm, loudness, and intonation (Chun, 2002). The focus of this study is on intonation. In addition, intonation is the variation of pitch produced by the rise and fall of the voice when speaking. It is describing how the

voice rises and falls in speech, especially when this has an effect on the meaning of what is said. Speech without intonation features is no more than a machine-like output.

Intonation has three basic systems; which are tonality, tonicity, and tone. Tench defines tonality as:

> .... the division of spoken of discourse into discrete units of intonation, each of which carries one piece of information; tonicity is the location of the most prominent syllable in an intonation unit. Tonality represents the speaker's division of the total message into separate pieces of information; tone is the level and movement of pitch within an intonation unit. (Tench, 2011: p. 134, 149, 158)

The three basic systems make the meaning easy to be grasped by the listeners. Moreover, research in intonation has revealed that some phenomena are likely to appear in EFL learners' intonation. Purnami (2017) stated that EFL learners usually face problems with the pattern of intonation (tonality, tonicity, and tone), pronunciation, word stress (primary stress and secondary stress), and punctuation when speaking English. Furthermore, EFL learners tend to neglect the importance of intonation in their leaning process (ibid).

It is essential for the speakers to be attentive to intonation as intonation conveys the meaning that the speaker intends. Intonation is a complex system of meaning communicated through the speaker's voice rises and falls (University of Technology Sidney, n.d.). Furthermore, "Changing the intonation of an utterance can easily change the meaning of that utterance" (Tench, 2011: p. 130). In other words intonation is used by the

speakers to communicate different types of meaning including grammatical meaning (e.g. variety of questions and statements), status of information (e.g. main or secondary, finished or unfinished), attitude (e.g. friendliness, enthusiasm, and hostility), feelings (e.g. excitement, depression, and tiredness), and relational (e.g. how 'open' or 'closed' a speaker is towards the listener, and to regulate turn-taking in conversations).

Intonation is a crucial element of communication and this importance can be illustrated by the simple commonly heard quote "It's not what you say, but how you say it" (Hebert, 2002: 188). It has been indicated by some studies by Prator 1971; McNerney & Mendelsohn 1992; Derwing 1998, 2003 as cited in Rui (2007) that suprasegmental features including intonation, have a significant influence on the comprehensibility and intelligibility of the communication between non-native and native speakers.

However, native speakers of English or any other language are often unaware of intonation and its role in their language (Al-Sibai, 2004). Therefore, English native speakers are unable to recognize intonation difficulties faced by non-native speakers although they can easily do so for grammatical and pronunciation difficulties (ibid). As a result, intonation errors made by non-native speakers may cause misunderstanding. As an example, according to Taylor (1993, p.2), the non-native speakers' mistaken use of intonation that conveys rudeness to native speakers can be taken to be intended. Yet, Intonation is considered as something difficult to teach and learn. According to Fox (2000: p. 269), "intonation has traditionally been regarded as a problem." Thus,

this study aims to investigate the use of intonation in the context of Bahraini EFL learners.

1.2 Communicative and discourse function of intonation

There are many theories concerned with the teaching of intonation and according to Yamato (2000), David Brazil's discourse intonation model is the most appropriate of six models of intonation teaching. Brazil's model is a discourse model based on the intonation of British English speakers. This was also supported by Goh (2000, p.9), "A discourse model is preferred to sentence-grammar models and models which associate intonation with attitudes and emotions because as McCarthy (1998) points, the examination of real data on spoken English has increasingly shown intonation to be discourse sensitive." A discourse model describes the choices of intonation in the speech context and provides an understanding of the communicative intentions behind these choices. Besides, according to Parker (1990), the function of intonation is to arrange semantic units into communicatively significant groups. Therefore, this thesis aims to offer a discourse perspective on the English intonation by Bahraini EFL learners compared with that by British English speakers, using the model of discourse intonation proposed by David Brazil (1997) as a framework for the description.

Brazil's model proposes that intonation has a significant discourse function. Brazil, Coulthard & Johns (1980, p.11) clarifies that "...intonation choices carry information about the structure of interaction, the relationship between and the discourse function of individual utterances, the interactional 'given-ness' and 'newness' of information and the state of convergence and divergence of the participants." In other

words, the intonation choices depend on listener-speaker interaction, shared and unshared knowledge, and conversational control (Brazil, 1997). Furthermore, Brazil's model consists of four key intonation sub-systems: tone, prominence, key, and termination. This study will focus mainly on prominence and tone in Bahraini EFL English intonation. Table one explains each intonation sub-system based on Brazil's framework.

	Brazil's transcription conventions
Tone Tone is a general tendency of the change of the pitch. There are five tone choices: fall, fall-rise, rise, rise-fall, and level. The two most frequently tones found in discourse are fall (proclaiming tone) for new information and fall-rise (referring tone) for given information. Besides, tones have effects in utterance as a group (tone unit) rather than separate tones (Roach 2000).	Fall ↘ Fall-rise \ ↗ Rise ↗ Rise-fall / ↘ Level →
Tone Unit Tone unit is defined as "a stretch of speech identified as the domain of a unit of intonation" (Mathews, 1997, p. 379) or as "perceptible phonological blocks or chunks in continuous speech." (Goh,2000, p.3) This stretch is known as prominent syllables of a unit of intonation.	A tone unit is represented by two oblique lines // at the begging and the end of it.
Prominence Prominence refers to "the highlighting of a word in context to indicate meaning selection from a range of possible choices." (Goh, 2000, p.3) It is represented by stressing the syllable. The prominent syllable (usually within the **last content word**) in a tone unit is called the tonic syllable. If the tone unit has two prominent syllables, the first is called the onset syllable while the last syllable is called the tonic syllable.	Prominent syllables are written in uppercase letters. (e.g. they were HAPPY) Tonic syllables are underlined. (e.g. he is traveling //to BAHrain//).
Key & Termination Key and termination are "pitch contrasts between prominent and surrounding words." (Goh, 2000, p.3) When a tone unit has two prominent syllables, the pitch of the onset syllable is called key while the pitch of the tonic syllable is called termination. There are three choices: high, mid and low. "High Key conveys the meaning that something has happened contrary to one's expectations. Mid Key signals that a person has completed a series of tasks simultaneously: "he did this *and* that." Low Key implies that an action resulted in something that was already expected." (Coulthard, 1985, p.111)	High key: e.g. //she was SURPrised.// Low key: e.g. //yes, I CAN//

Table 1: Intonation sub-systems in Brazil's model (Al-Sibai, 2004)

1.3 Statement of the problem

In Bahraini EFL classes, learners lack the opportunity to practice the language because of the time line as observed by the researcher as a student previously and a teacher currently. In other words, learners have a great amount of passive exposure to the language with social media, TV, films, songs, etc. however, there is a lack of active exposure; i.e. actively use the second language to communicate thoughts, needs, and emotions. Moreover, many learners are lazy in seeking knowledge and improvement in their learning. Besides, English is spoken as a second language in Bahrain. Thus, there is a lack of natural input and exposure to the English language and therefore fewer opportunities to learn the language and its aspects including intonation patterns.

Furthermore, English is a global language and is spoken in many regions with various dialects and accents and therefore with various pronunciation and patterns of intonation. EFL learners have easy access to this wide availability of English input via popular culture through television, internet, radio, cinema, social media, etc. Studies by Thornton & Houser, 2004; Viswamohan, 2004; Fukunaga, 2006; Baoan, 2008, as cited in Rets (2016), encourage the integration of certain products of popular culture into language classes such as song, films, anime, and technology. However, many educators and teachers give priority to authenticity and actual language use in English teaching and learning materials (Rets, 2016, p.155). Overall, for EFL learners to acquire native like English intonation, they need to be exposed to authentic materials and contexts.

1.4 Research questions

The study attempts to answer the following questions:

1. What are the features that characterize the Bahraini EFL learners' intonation in terms of their tone units, tone choice and prominence selection in spontaneous speech?
2. What factors result in these intonation features?

1.5 Research objectives

The current study aims to achieve the following objectives:

1. To bring an insight into the features that characterize the Bahraini EFL learners' English intonation and the factors that result in these intonation features.
2. To propose some implications for ESL/EFL teachers to scaffold their learners' acquisition of English Intonation competence.

1.6 Research hypotheses

1. There is no/ a difference between the discourse-intonation features of Bahraini non-native speakers of English and those of native speakers of English.

1.7 Significance of the study

A comparison of the intonation choices by native speakers (British English speakers) and non-native speakers of English (Bahraini EFL learners) reveals differences that might exist. Such findings can enlighten the teaching of English pronunciation in Bahrain. For EFL Bahraini learners, it enables them to assess their English intonation in light of an internationally accepted variety. Moreover, it increases their awareness of possible pitfalls that can undermine effective communication between them and native speakers. Besides, English language teachers can use this information to identify aspects of intonation to be taught so that learners can convey their meaning clearly and avoid being misunderstood when speaking to native speakers of English.

There is a substantial amount of literature written on intonation and the problems encountered by EFL learners when addressing matters of intonation. However, limited researches have been written on the intonation in the case of the kingdom of Bahrain. Thus, the current study is a major contribution to the research in intonation as it investigates the discoursal features of English intonation in the speech of Bahraini EFL learners.

Besides, the current study can be a ground for further studies in English intonation used by EFL learners as most of the subject analysis response can be used for further educational researches.

1.8 Limitations of the study

First, this study is limited to two Bahraini learners (native speakers of Arabic). The researcher choose only two subjects due to the complexity of intonation patterns analysis. As the subjects are Bahraini EFL learners, the results might apply to native speakers of Arabic; however, they might not be true for EFL learners of other linguistic backgrounds as different languages have different rules. Second, this study is limited by methodological restrictions. Third, the current study is only a small qualitative study and therefore, further studies with an expanded sample are required to confirm the intonation features found in the two subjects. Fourth, much more analysis of the subjects' responses can be conducted as the current study tackled one conversation only due to the time shortage and due to the obligations and nature of the master thesis design. Fifth, the subjects were aware that they are being recorded for research purposes although they had no idea about the topic and aim of the study.

1.9 Definition of terms

The following are the definitions of the terms used in this research:

a. Suprasegmental features: Suprasegmental features of the sound system are "aspects of pronunciation that affect more than one sound segment, such as stress, intonation, and rhythm—the musical aspects of pronunciation." (Celce-Murcia, Brinton, Goodwin & Griner, 2010: 13). Furthermore, Kang (2010) has suggested that the suprasegmental aspects of pronunciation may have the most effect on oral proficiency and comprehensibility.

b. Intonation: According to Ladefoged (1982, p.99), "The intonation of a sentence is the pattern of pitch changes that occur." Similarly, Carr (2008) states that intonation is the kind of pitch variation found in entire utterances. In everyday language, intonation is defined as speech melody or sentence melody (Chun, 2002). In other words, intonation describes how the voice rises and falls in speech affecting the meaning of what is said. Moreover, intonation is used to indicate the speaker's attitudes (e.g. friendliness, enthusiasm, and hostility) and emotions (e.g. excitement, depression, and tiredness), to signal the difference between statements and questions, to focus attention on important elements of the spoken message and also to regulate turn-taking in conversations (Vaissiere, 2004)

c. Intonation features: According to Cruttenden (1986, p.35), "intonation has three important features: 1) division of a stream of speech into 23intonation units; 2) selection of a syllable (of a word), which is assigned the 'tonic' status; and 3) selection of a tone for the intonation unit." A fourth feature that can be added to these features is pitch range (Brazil, Coulthart & Johns, 1980).

1.10 List of intonation analysis symbols used (adopted from Rui, 2007):

H High Key

M Mide Key

L Low Key

P falling tone

P+rising−falling tone

r falling−rising tone

r+ rising tone

／／ ／／ tone unit boundaries

YES prominent syllables／words are written in uppercase letters

<u>YES</u> tonic syllable／word are written in uppercase letter and underlined

1.11 Structure of the study

This study consists of five chapters. The first chapter presents the introduction and general background to the study. It also presents the statement of the problem, research questions, research objectives, research hypothesis, the significance of the study, limitations of the study, and definitions of terms. The second chapter gives an overview of the literature on intonation including a generic and specific literature review. The generic literature review covers the definitions, theories and critics that are relevant to intonation. The specific literature review, on the other hand, is a review of the previous similar studies. Chapter three is dedicated to the research methodology including the subjects, procedure, and method. Chapter four presents data analysis and discussion. Last but not least chapter five includes the conclusion and recommendations of the study.

Chapter 2: LITERATURE REVIEW

Much literature, through all the history, has been written on intonation. This literature presents the intonation in details its definitions, form, functions, theories, approaches of analysis, and the problems encountered by EFL learners when addressing matters of intonation This chapter is dedicated to the review of some of this literature. It also states the English language components, definitions of intonation, the acquisition of intonation, a brief history of intonation studies, form and function in intonation, discourse functions of intonation, and previous studies of English intonation by EFL learners.

2.1 Language components

All languages can convey all the same information. However, each language has its way. Every language is different; for instance in English, an adjective comes before a noun ("red house"), whereas in Arabic, the adjective comes after. Every language has underlying structural rules that make meaningful communication possible. There are five major components of the structure of language. These are phonemes, morphemes, lexemes, syntax, and context. Following is an elaboration on each of the five components:

1) A phoneme is the smallest unit of sound that may change the meaning within a language, but that does not have meaning by itself (Yule, 2016). For example, in the words "tuff" and "stuff," only one phoneme has been altered, but a change in meaning has been triggered.

2) Morphemes are the smallest meaningful unit of language. Thus, a morpheme is a series of phonemes that has a special meaning. Altering the morpheme in any way changes the entire meaning of the word.

According to Yule (2016), there are two types of morphemes. One is free morphemes (individual words) because they can exist on their own. The other type is bound morphemes, which are prefixes, suffixes, or other linguistic pieces that aren't full words on their own but do affect meaning.

3) Lexemes are the set of inflected forms taken by a single word (Yule, 2016). For example, members of the lexeme BREAK include "break" (the uninflected form), "breaking" (inflected form), and "broke."

4) Syntax is a set of rules for constructing full sentences out of words and phrases (Yule, 2016). Every language has a different set of syntactic rules, but all languages have some form of syntax.

5) Context, according to Yule (2016), is how everything within language works together to convey a particular meaning. Context includes tone of voice, body language, and the words being used.

The five language components work together to give an identity to a language. Reflecting on the fifth language component, context, it is revealed that depending on how a person says something, a variety of different messages can be conveyed. Intonation is one of the major aspects that is used to speak in different ways showing different attitudes and intentions. Thus, intonation is essential to meaning and meaningful communication. It affects on the whole utterance and the whole message to be conveyed. Therefore, knowing the phonemes, lexemes and syntax are not enough for intelligibility. EFL learners have to adhere to the English intonation rules to avoid misunderstanding.

2.2 What is intonation?

There is no completely satisfactory definition of intonation; however, any attempt at defining intonation must recognize that the pitch is the key element (Roach, 2009). People rarely ever speak with unvarying pitch; the pitch of our voice changes all the time as we speak. Thus, analyzing intonation is mainly done by listening to the speakers' pitch and describing it in terms of high and low, although it is not an easy task to relate what we hear to a scale ranging from high to low.

However, according to Roach (2009), the only aspects of the speaker's pitch that we should be concerned with are those that carry some linguistic information. In other words, people are concerned with the rises and falls that the speakers tend to make and not those that are out of his or her control. For example, when a speaker is talking while he or she is jumping, there will be unanticipated rises and falls in his or her pitch due to the irregular movement. Pitch rises and falls, in this case, are out of the speaker's control and therefore have no linguistic significant. Besides, we should not compare the pitch level of two speakers' voices but the changes in the pitch of a single speaker's voice. Also, for pitch difference to be of a linguistic significance, they should be noticeable (Roach 2009). These differences might be detected using laboratory equipment or by the listener. Laboratory equipment is more accurate, of course than human being hearing in sense of detecting the pitch movements.

2.3 Acquiring intonation

There is an important distinction made by linguists (Krashen, 1988; David, 1997) between L2 acquisition and learning. IN L1 and L2, children acquire language through a subconscious process, i.e. they are unaware of grammatical rules (Ambridge & Lieven, 2011). This is similar to the way they acquire their first language. Natural communication is a condition to acquire the language. Language learning is the result of direct instruction in the rules of a language (Ibid). However, knowing grammar rules does not necessarily result in good speaking or writing. Besides, according to Valipour and Ast (2014), children are faster than adults in learning a language.

According to Al Sibai (2004), intonation is believed to be the first of the language features to be acquired. Children from early on say "mommy" with the intonation pattern that indicates calling her. Moreover, learning syntax rules by adults is far possible and easier than learning intonation. Intonation is hard to be taught and learned through direct instructions and structural rules. According to Chen (2011: 1055), "as early as in the babbling and one-word stage children can vary the shape of pitch contours and the pitch range of the contours systematically in different emotional and interactional contexts". Likewise, Grünloh (2011), in his study of the role of intonation in language acquisition, revealed that young language learning children use the intonational form of an utterance to understand the speaker's intention. Additionally, they were found to use intonation to convey their communicative intentions. This means that children, from early ages, use the information that is provided by intonation to understand as well as to communicate the intentions of language.

Nevertheless, adult language learners can learn the intonation patterns of the targeted language by raising their awareness of intonation, and then to be trained on the use of intonation until it becomes something that they do automatically. According to Grice and Baumann (2007), although intonation is particularly difficult for learners of a second language to master, it is rarely taught systematically. Practicing intonation activities are like listening to short recordings of dialogues by native speakers and then 'shadow read' the script, or read it along with the tape using the same intonation as the speaker. Songs are also a useful way of learning English intonation.

2.4 English intonation

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)
Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions, tag questions that request confirmation and exclamations. The following sentences are examples:

- **Statements**
    - Nice to meet ↘you.
    - I will be back in a ↘minute.

- Mum wants to change her ↘job.
- Rainy weather is expected at the end of the ↘week.
- We should work together more ↘often.
- I'm going for a walk in the ↘park.

- **Commands**
  - Write your age ↘here.
  - Show me what you've ↘done.
  - Leave it in the ↘office.
  - Throw that ↘out.
  - Put your things on the ↘table.
  - Take your hands out of your ↘pockets.

- **Wh- questions**
  - What country do you come ↘from?
  - Where do you ↘live?
  - Which one do you ↘prefer?
  - When does the supermarket ↘close?
  - How many books have you ↘read?
  - Which pen is ↘yours?
  - Whose phone is ↘this?

- **Tag questions** (requesting confirmation)
  - He likes his job, doesn't ↘he?
  - She's very kind, isn't ↘she?
  - This bag doesn't match my outfit, does ↘ it?

- **Exclamations**
  - How kind you↘ are!
  - That's just what I ↘wanted!

- What a beautiful ↘ dress!
- That's a ↘surprise!

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.)

It is usually used with yes/no questions, and question tags that are real questions. The following sentences are examples:

- **Yes/No Questions**
  - Do you like your new ↗school?
  - Have you visited France ↗already?
  - May I borrow your ↗ruler?
  - Do you have any ↗newspapers?
  - Do you eat ↗fish?
- **Tag questions that require an answer**
  - We've met already, ↗haven't we?
  - You like coffee, ↗don't you?
  - You're new here, ↗aren't you?
  - The view is beautiful, ↗isn't it?

Additionally, sometimes we use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation.

Rise-Fall Intonation (↗↘)

(The intonation rises and then falls.)

Rise-fall intonation is used for choices, lists, unfinished thoughts and conditional sentences. The following sentences are examples:

- **Choices** (alternative questions.)
  - Are you having ↗tea or ↘juice?
  - Is he coming on ↗Sunday or ↘Monday?
  - Does he speak ↗English or ↘French?
  - Is your name ↗Fatina or ↘Fatima?

- **Lists**

  Intonation falls on the last item to show that the list is finished.
  - We've got ↗apples, pears, bananas, and ↘oranges.
  - The shoes come in ↗blue, white pink, and ↘black.
  - I bought ↗a tee-shirt, a skirt and a ↘handbag.

- **Unfinished thoughts**
  - Do you like my new handbag? Well, the ↗colour is ↘ nice... (but I don't like it.)
  - So you both live in East Riffa? Well, ↗Ahmed ↘does ... (but I don't).

Conditional sentences

- If she ↗calls, ask her to leave a ↘message.
- If you need any ↗help, just ↘contact me.

Fall-Rise Intonation (↘ ↗)

Fall-rise intonation is used to show that the speaker is not certain of the answer they are giving to a question, or is hesitant to reply. It is also used in polite requests or suggestions. The following sentences are examples:

- **Hesitation**:
  - So you'd be willing to join us? ...Well ... I ↘sup↗pose so ...
  - You didn't buy any fruits? I don't quite ↘re↗member ...

- **Politeness-Doubt-Uncertainty**:
  - Should we ↘cop↗y this?
  - Do you think it's ↘al↗lowed?

2.5 Arabic intonation

Swan and Smith (2001) indicated that English and Arabic closely similar intonation patterns, especially in contour and meaning. Arabic learners still have problems in English intonation as they tend to adopt Arabic intonation. While English mainly uses word order and grammatical words to form questions, in colloquial Arabic intonation is the major signal for questions. Arabic speakers perhaps are not aware of the various intonation patterns in English that show various meanings depending on the speaker's intention (friendly, polite, detached, reserved, reassuring, etc.). This may cause Arabic speakers to sound abrupt and commanding when speaking English. Following is a comparison between Arabic intonation and English intonation in two forms of language.

On the one hand, the intonation pattern of the tag-question in English as mentioned previously is sometimes failing (tag questions that require confirmation) and sometimes raising (tag questions that require an answer). On the other hand, in Arabic, it is always rising, the same as that of any other question without a question word.

In the case of calling on persons, in English, the name may take the rising intonation if it is stressed on the last syllable, e.g. (Mariam) and the falling pattern if it is stressed on the first syllable such as "Khaled and Jassim". However, in Arabic, the most commonly used pattern is the falling pattern.

2.6 Theoretical framework adapted

This part of the study elaborates on the theoretical framework adapted for analysis in this study. The framework is outlined in chapter 1. In this part, all the components of the framework are stated and discussed in detail.

2.6.1 Functions of intonation

What makes human speech different from a speech produced by a mechanical speech device is human's use of intonation. Humans vary their level of pitch, make pauses and changes in loudness and speed when speaking; however, mechanical speech devices use the same level pitch. Moreover, the intonation we use in our speech facilitates our communication by making it easier for a listener to understand what a speaker is trying to convey. Many attempts have been made to analyze and isolate the different functions of intonation. However, the debate is endless for all of the proposed functions are closely related to each other

and it is hard to separate them. Tench (1996) proposes six functions of intonation, while Brown (1997) divides the functions of intonation in three categories: grammatical functions, attitudinal functions, and discourse functions. Roach, on the other hand, adds accentual functions to the three categories by Brown. Overall, among the most often proposed are the following (Roach, 2009):

i) Intonation conveys the speaker's emotions and attitudes as he or she speaks, and adds a special meaning to spoken language. This is often called the **attitudinal function** of intonation.

ii) Intonation helps to focus attention on a particular lexical item or syllable by having it stressed. This is often called the **accentual function** of intonation.

iii) Intonation helps the listener to recognize the grammar and syntactic structure of what is being said. It helps in distinguishing a question from a statement, placing the boundaries between phrases, clauses or sentences, and indicating the use of subordination. This is often called the **grammatical function** of intonation.

iv) Intonation can signal to the listener what is to be taken as "new" information and what is already given. In addition, it can suggest when the speaker is indicating some sort of contrast or link in another tone-unit. Besides, it can convey to the listener what kind of response is expected. This is often called the **discourse function** of intonation.

Overall, there is an overlap between the functions and therefore considering only one or two functions might not offer enough information on speech and speaker, yet each function has its validity (Asghar, 2013). Furthermore, according to Roach (2000), the common thing to accentual, grammatical, and discourse functions is the indication of the relationship between some linguistic elements and the context in which they occur. Additionally, Asghar (2013) suggests that "the discourse model of

intonation is more convincing because of its wider scope, more flexibility and being more communicative in function" (p. 317). Therefore, this thesis analyzes the English intonation of Bahraini EFL learners considering mainly the discourse model of intonation.

2.6.1.1 Discourse functions of intonation

The study of discourse attempts to analyze sentences occurring in larger contexts. Brazil (1997) in collaboration with Sinclair and Coulthard developed a discourse model of intonation, which presents four key features (tone, prominence, key, and termination) to detect the functions of intonation in speech. In comparison to the grammatical model, Brazil proposes that the tone group in a speech is not grammatically motivated but rather required by the instant needs of conveying a message appropriately according to the speaker's preferred intentions (Asghar, 2013). The model presents three key features to detect the speaker's preferred meaning of speech. These are the tone unit, referring and proclaiming tones, and high and low key. The discourse model focuses on the intonation features within the tone unit. It locates the prominent item, lexical or grammatical, in each tone group of speech. Brazil (1980, p.39) proposes that "making any word prominent, whether lexical or not, constitutes a meaningful choice." Prominent words are called tonic or nuclear syllables and are attained by raising or lowering the pitch level. The prominent syllable is the informing word.

In addition, the change of pitch takes place at the prominent syllable in form of proclaiming or referring tones. These tones, according to Brazil (1980; 1997), are fall, fall-rise, rise-fall, rise, and level. The speaker's selection of a tone is determined by what he or she knows about the

listener's expectations and the given and new information in the speech. Proclaiming tones are falling tones that present new information whereas referring tones are fall-rise which present shared information.

However, discourse analysis does attain to some attitudinal factors in speech, which are recognized through 'plus tones'. Asghar (2013) states that plus tones are used for shared or new information, but the pattern is modified; the plus proclaiming tone has a Rise-Fall pattern, and the plus referring tone is a Rise. P+ tones reflect feelings including surprise, horror, etc. While R+ tones indicate the speaker's dominance in speech.

The third key feature of Brazil's discourse model is High and Low Key. Key is variation in pitch realized on the onset syllable (the first prominent syllable in the tone unit). The model contains three levels of Key; High, Mid, and Low. Coulthard (1985: 111) clarifies that:

> High Key conveys the meaning that something has happened contrary to one's expectations. Mid Key signals that a person has completed a series of tasks simultaneously: "he did this *and* that." Low Key implies that an action resulted in something that was already expected.

The choices a speaker makes in tone, key, and prominence are all decided previously in what Brazil calls **termination**. Moreover, termination is Brazils' attempts to teach these concepts and his system of transcription in PAEL (see table 1), which was designed to be a practical application of Discourse intonation (ibid). This thesis will be grounded on this model

and system of transcription to analyze the features of English Intonation by Bahraini EFL learners.

2.7 Previous studies of English intonation

2.7.1 A brief history of intonation studies

"The first known study of intonation in English dates back to 1551 with Hart's *The opening of the unreasonable writing of our English lounge"* (Parker, 1990). Many studies appeared later on, including Butler (1634); Steele (1775); Walker (1787); and Rush (1833). However, the term 'intonation' was not recognized until the late nineteenth and early twentieth century (ibid). As English become a worldwide language by the 1950s and as English be taught all over the world to non-native speakers, the interest in intonation has increased. Teachers recognized that for EFL learners to learn the language, they need more than words and sentences. EFL learners need to be aware of phonological aspects of the language, such as pronunciation, rhythm, and intonation. Thus, it was hoped during the twentieth century, the scientific study of intonation would help state what the function of each different aspect of intonation was and then enable EFL learners to use intonation in the way native speakers use it by following some defined rules (Roach, 2009).

However, there was a difficulty in formulating a description of intonational function as there was no fixed answer to the question: *What is the primary function that we use intonation for?* (Parker, 1990). Furthermore, all of the researchers who studied intonation between the 1950s and the twenty-first century, considered intonation to be additional to syntactic structure (Parker, 1990). However, Lee rejected the view of

intonation as an extra (ibid). This disagreement among researchers led to the discussion on form and function in intonation.

Form of intonation

The study of intonation involves two distinct but correlated hypotheses: (1) Intonation can be described in terms of its form; (2) Intonation can be described in terms of its function. In other words, intonation can be described by answering the questions: (1) What can we observe when we study pitch variations?; (2) What is the linguistic importance of the observed pitch variations? To analyze intonation, we examine it in the shortest continuous piece of speech we can find. This piece of speech that begins and ends with a clear pause is referred to as an **utterance**. An utterance can be said with the pitch remaining at a constant level or with the pitch changing from one level to another (e.g. high to mid or low). This behaviour of pitch is referred to as **tone**; an utterance can be said with either a level tone or a moving tone**.** Examples of a moving tone are **failing** tone; movement from a higher pitch to a lower one**,** and **rising** tone; movement from a lower pitch to a higher one. A speaker decides on the choice of tone according to his or her purpose as in using a falling tone to say 'yes' in a definite, final manner or a rising tone to say 'yes?' in a questioning manner. From the latter, the association of tone/form and function of intonation is demonstrated.

The tone-unit

Analyzing intonation involves the monitoring of the pitch development over an individual syllable or a group of words, usually labelled the **tone unit.** A tone unit is the minimal unit which can carry intonation. Besides, a tone unite may consist of only one syllable, but usually extends over a few syllables (Roach, 2009). Moreover, according to DuBois, Cumming, Schuetze-Coburn, and Paolino (1992:17) "a tone unit is a stretch of speech uttered under a single coherent intonation contour. It tends to be marked by cues such as pause and a shift upward in overall pitch level at its beginning, and a lengthening of its final syllable." This shows that it is difficult to define the tone unit, but an example may make the understanding of the concept easier. Examples that illustrate intonation transcription are usually given in spelling form and do not include punctuation since intonation and stress are the vocal equivalents of written punctuation, so it is unnecessary to include punctuation. Syllables that carry a tone are marked by being underlined, example: Is it /red

This example is an utterance of three syllables, consisting of one tone unit; the third syllable is the only syllable that carries a tone and thus it is called a **tonic syllable**. In other words, the third syllable is more prominent than the other two and carries either a rising tone or falling tone, depending on the context. On the other hand, the other two syllables are less prominent and said on a level pitch.

The structure of the tone unit

The tone unit has a clearly defined internal structure and we have mentioned only one component so far which is the tonic syllable. Tone-units can be of one of two types, **simple** or **compound**. According to Roach (2009), most of the tone units are simple, having only one tonic syllable. The tonic syllable (**TS**), then, is an obligatory component of a tone unit. Other components are **the head (H)**, **the pre-head (PH)**, and **the tail (T)**. These components are, unlike the tonic syllable, optional. Furthermore, "the head is all the part of a tone-unit that extends from the first stressed syllable up to (but not including) the tonic syllable" (Roach, 2009: 131). In cases where there is no stressed syllable preceding the tonic syllable, there is no head. The pre-head, on the other hand, is "all the unstressed syllables in a tone-unit preceding the first stressed syllable" (ibid). Therefore, a pre-head can be found when there is no head as well as when there is a head. The tail is "any syllables between the tonic syllable and the end of the tone-unit" (ibid).

Problems in analyzing the form of intonation

There are three major difficulties in analyzing the form of intonation, which are identifying the tonic syllable, identifying tone-unit boundaries, and anomalous tone units. Following is a discussion of these three major difficulties, in reference to Roach (2000).

1) Identifying the tonic syllable

It is believed that the tonic syllable can be identified because it is the only syllable in the tone-unit that carries a movement in pith. However, in

some cases where the syllable is followed by a tail, the tone is carried by the tonic and tail together. Therefore, in such cases, there is no pitch movement detectable on the tonic syllable itself. In addition, in the case of the level tone there is no pitch movement thus the tonic syllable, in this case, is defined simply as the most prominent syllable. Besides, some tone-units seem to contain not one but two tonic syllables.

2) Identifying tone-unit boundaries

Grammatically, utterances may contain one or more sentences. The place where one sentence ends and another begins can be identified on grammatical grounds. Similarly, in suprasegmental phonology utterances may be divided up into tone-units. The place where one tone-unit ends and another tone-unit begins can be identified on phonetic or phonological grounds. However, determining where the boundaries are placed is not easy, except in cases where a clear pause separates tone-units. There are two principles used in tone-unit boundary identification: one is that sudden change from the pitch level at the end of one tone-unit to the pitch level at the beginning of the following tone-unit is possibly detected. The second principle is that speech, within the tone-unit, has a regular rhythm, but that rhythm is interrupted at the tone-unit boundary. Both principles are useful guides; however, it is still difficult and sometimes impossible to make a clear decision on the tone-unit boundaries when analyzing natural speech.

3) Anomalous tone-unit

Tones such as fall-rise-fall or rise-fall-rise are occasionally found. In addition, the speaker may be interrupted and leaves a tone-unit

incomplete, e.g. lacking a tonic syllable. This is just like when the speaker is interrupted and leaves their sentence grammatically anomalous or incomplete. However, this does not stop grammarian from describing the regular sentence structure. Similarly, despite the problems and exceptions, they continue describing, defining and recognizing the tone-unit.

2.7.2 Previous studies of English intonation by EFL learners

Stevens (2017, para. 10) stated that "Arab EFL learners tend to use a narrower range of intonation and voice stress resulting in a very monotone way of speaking." In other words, questions sound like statements, and completion signals are rarely applied for statements. Most of the studies reviewed in this study are studies done on Arab EFL learners, other than Bahraini except for one, studies on Asian EFL learners, and one study that is done on Spanish ESL learners. This because very rare research has been done on the prosodic features of Bahraini English and even less on the intonation patterns of Bahraini EFL learners.

Moreover, the studies reviewed, Ahmed 2017; Khader and Megdad 2015; Raúl 2015, Nursyamsu & Munif 2013; Suliman 2012; Fadhilah, Nayana and Setter 2011; Rui 2007; Pickering 2001; Goh 2001, 2000; Hayati 1998; and Hewings 1995, 1993, found that non-native speakers, such as Palestinian, Sudanese, Indonesian, Iranian, Korean, Chinese, Spanish, Malay and Singaporean might have intonation features which differ from native speakers. The following is the review of these studies.

Studies of Bahraini EFL learners

A study by Suliman (2012) revealed that Bahraini EFL learners, despite factors such as sex, age, and whether they have completed a phonological course or not, do not adhere to the English language rhythm. Possible reasons, as mentioned in the study, are stress misplacement in multisyllabic words as well as in phrasal chunks, lack of weak forms, and improper pauses that are often the result of hesitation. Similarly, this study aims to investigate Bahraini ESL/EFL learners intonation features compared with those of native speakers.

Studies of Arab EFL learners

Ahmed (2017) investigated the problems encountered by EFL Sudanese learners when learning English pronunciation. Data were collected through a recording test for learners of higher secondary schools and a questionnaire that was answered by the higher secondary school teachers. The study revealed that stress and intonation is one of the main problems of learning pronunciation.

Similarly, Khader and Megdad (2015) investigated the difficulties of Palestinian EFL learners in learning intonation. A diagnostic test to measure the intonation-learning problem in written texts was given to 70 university-level learners, and an observation card to measure the intonation-learning difficulties in spoken contexts was given to 30 other learners. The findings revealed that the learners could identify the simple intonational pattern (rise, fall) only. They failed to repeat sentences of intonational patterns (falling, rising, falling-rising, rising-falling) and to

use the intonational pattern to say yes/no. Besides, they couldn't recognize the stress place.

Studies of Asian EFL learners

Eghlidi (2016) recorded and analyzed thirty Iranian EFL learners while reading aloud an authentic English text. The subjects used rise-fall pattern in the sentences with two clauses more than other patterns which is not correct. In other words, the last word of the first clause is over-stressed by the learners.

Likewise, Fadhilah, Nayana, and Setter (2011) investigated the features of English intonation of Malay EFL learners using Brazil's model of discourse intonation as the key method of analysis. The investigation revealed that Malay EFL learners have different features of intonation from those of British speakers. Furthermore, "these features included a rising intonation on the second syllable for the item and then; a rising head which appears with a rising tone (r+); and the fluidity of the word stress" (Fadhilah, Nayana, and Setter, 2011: p. 1340).

Rui (2007) investigated the English intonation of six Chinese EFL learners. The study is grounded on Brazil's framework (1997); the data were recorded and analyzed in comparison to Brazil's findings on British speakers' English intonation features. The study revealed that "Chinese EFL learners differ from British native speakers in their application of tone units, prominence selection, and tone choice" (Rui, 2007: P.34). Regarding tone units, they use shorter tone units than these used by native speakers. In addition, they tend to assign prominence to multiple syllables within a tone unit whereas Brazil (1985, 1997) assumes that there are at

most two prominent syllables within a tone unit. Concerning prominence selection, they tend to assign prominence to words of non-selective meaning. In tone choice, they frequently choose failing tone in the context where native speakers tend to choose the referring tone. The study has also revealed that the learners' low English proficiency level and their lack of awareness of the communicative and discourse function of intonation are the factors that resulted in these intonation features.

Goh (2001) examined the discourse intonation features of English spoken in Malaysia and Singapore, using Brazil's model of discourse intonation as a theoretical framework. The study revealed that Malaysian and Singaporean speakers tend to assign prominence to words at the end of a tone unit or phrase and to non-selective function or grammar words. Besides, they tend to assign prominence to multiple words in long tone units. Moreover, Malaysian and Singaporean speakers were found to frequently use falling, rising and level tones. The selection of these tones is not based on the same discourse functions as in Brazil's model. Additionally, pitch movements are noticed in sentence-final positions as they assign prominence to the last words in sentences.

Similarly, Hayati (1998) compared the intonation system of American English and that of Persian by analyzing the intonation of English and Persian utterances produced in a context-free situation. The researcher revealed that English and Persian have many similarities such as falling in statements and wh-questions and rising on yes-no questions and some types of question-tags. However, the overall tune of the two languages sounds different. As a result, about 29% of the subjects were found to differ from American native speakers in their prominence selection; they apply the Persian sentence stress placement rule. This, in turn, caused

some sentences to become emphatic and therefore, surprising to the listener.

Studies of European EFL learners

Raúl (2015) implemented an intonation training program on Spanish ESL learners. The subjects were asked to give an oral presentation before and after the training program to assess their learning of English intonation. The study revealed that the subjects tend to overuse the level tone. Besides, most of the ones used by the subjects were fall, rise, and level. However, after the intonation training course, most of the subjects were able to reduce the number of level tones and produce a wider range of tone choices. Also, they were able to increase their mean key. On the other hand, subjects continued to show an inability to match tone choices to specific pragmatic functions to express dominance and control. Thus, the researcher suggests that to avoid pragmatic fossilization which might result from the latter, EFL teachers should provide further practice on the pragmatics-intonation interface.

Reviewing the above studies and their results, it is obvious that EFL learners differ from English native speakers in different aspects of intonation. In other words, EFL learners have difficulties mastering the intonation of the English language. This phenomenon is attributed to different reasons in different studies. These include learners' low level of English proficiency, lack of awareness of the communicative and discourse function of intonation, and interference of the mother tongue rules of intonation. Similarly, the purpose of this thesis is to study the patterns of English intonation by Bahraini EFL learners and the reasons for these patterns.

CHAPTER 3: RESEARCH METHODOLOGY

The main objective of this study is to investigate the discoursal features of English intonation in the speech of Bahraini EFL learners in comparison to intonation patterns by native English speakers. To achieve this main objective, the researcher used a spontaneous conversation between the subjects as a source of data (Appendix 2).

In this chapter, the research design is presented in detail. First, a description of the subjects who participated in the study is presented. Second, the nature of the data used to answer the research questions and the procedure that has been used in collecting the data are discussed. Finally, the method of data analysis is described.

3.1 The subjects

The participants are two Bahraini EFL learners excluded from four initial subjects. The other two were excluded because of a lack of clear intonation as they spoke mostly with a level tone. Their age ranges from 19 to 26. They are proficient English language users; yet they have strong clear Bahraini intonation. They had attended private English schools. They speak English fluently and/or native-like. This, supposedly, means they master pronouncing the English intonation appropriately. For the current study, the researcher limited the sample of the study only to two subjects because the data expected will be too much. In other words, analyzing more than two will distract the study and make it extremely lengthy in an unjustifiable manner. Furthermore, one of the two selected subjects has a bachelor in education and a master in English language teaching. She took two phonological courses at the university level. The

other one is a first-year student at Bahrain Teachers College at the University of Bahrain.

3.2. Data collection procedures

Data was collected through a free conversation/ spontaneous speech between the two subjects about their day and preferences of pancake and French toast. The conversation session lasted for three minutes. The researcher invited the two subjects to her home because of its privacy and quietness. The researcher informed the subjects that their conversation would be recorded for an academic purpose. The subjects felt very relaxed to generate their conversation and freely express their ideas about the topic they had chosen. The conversation was digitally recorded using a mobile phone and saved as an audio file. After that, the conversation was transcribed and organized into semantic units that fulfill the object of the current study. The researcher got 47 utterances throughout the subjects' conversation (Appendix 2).

3.3. Method of data analysis

The researcher adapted a qualitative approach of analysis. Intonation patterns that appeared in the speech of the two subjects (Appendix 3) were transcribed manually using the transcription conventions provided in the appendices (Appendix 1). Besides, the subjects' intonation was analyzed digitally using Praat computer software. Praat is a scientific tool used by linguists for speech analysis in phonetics. It can read sounds recorded with the program or audio files recorded in another way such as

with a mobile phone. Once the audio is loaded, Praat generates a graph of waves that indicate intonation.

To judge the validity of the manual analysis of the intonation patterns, a professional native speaker of English, who had a Ph. D. in phonology listened to the conversation and analyzed the intonation features of the subjects in accordance with Brazil's (1997) transcription conventions (Appendix 1).

The same text; i.e. transcription of the two speakers' conversation, was used to demonstrate the ideal intonation patterns (Appendix 4). In other words, a professional British speaker has transcribed the intonation patterns according to how he would expect the same conversation to proceed in an idealized form. Examples from the data are used to illustrate characteristics of prominence, tone, and key used by Bahraini EFL speakers in comparison to the features of intonation of native British speakers of English in the idealized transcription (Appendix 4) and those are proposed in Brazil (1997).

CHAPTER 4: DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher seeks the answer to the main research questions, namely, what are the features that characterize the Bahraini EFL learners' intonation in terms of their tone units, tone choice and prominence selection in spontaneous speech?, and what factors result in these intonation features? Results were reported in terms of three main features of intonation, namely, prominence, tone, and key and termination. Examples, from the subjects' conversation, are used to illustrate and compare their use of English intonation patterns with native speakers' use of English intonation.

4.1 Data analysis

4.1.1 Prominence

Prominence is the highlighting of a word in an utterance to indicate that this word is more important than others. Goh (2001) explains that there are certain techniques through which one can point to prominence. These techniques include making the selected syllable or word louder, longer, or slightly higher or lower in pitch than surrounding words.

Whereas British speakers assign prominence on words that indicate a meaning choice, the participants were found to place prominence on both selective and non-selective words. Moreover, they tend to assign prominence to non-selective function or grammar words. The following examples illustrate this:

Speaker A:

1) // SO //

2) // what DID you have for BREAKfast though //

3) // TOO //

4) // AND //

Speaker B:

5) //aROUND eight THIRty //

6) // i HAD ...er ... french TOAST //

Both speakers assigned prominence to grammar words including *so*, *had*, *and*, and *around*. Gaining attention and taking turns possibly explains the assigning of prominence to grammar words at the beginning of utterances. Gathering thoughts and thinking of the right word to use are other possible explanations for this random assignment of prominence. As evidence, sometimes, what would normally be a unit of intonation or a unit of thoughts is realized by the subjects through short tone units. Following are examples:

Speaker A:

7) // so it's BAsically this BIG // BLOCK // of BREAD //

Speaker B:

8) // i woke UP // aROUND eight THIRty // to go OUT // to have BREAKfast // with my FRIEND //

Moreover, there was a tendency for subjects to assign prominence to the last word in a sentence, whereas it was quite clear from the context that it should not be highlighted. It was appropriate for several sentences; however, there were those in which the last words did not carry any meaning selection. The following are examples.

Speaker A:

9) // FINger-shaped TOAST //

10) // AND // then when you CUT INto it // with a KNIFE // CHOcolate // starts OOzing OUT //

Speaker B:

11) // it's the SAME DISH // BUT // it COMES in this finger shaped TOAST //

Overall, prominence is an important intonation feature for communication. However, in Bahraini English, it does not always have the same communicative value as prominence does in British English, which is to show a selection from a range of meaningful choices. The Bahraini English of the participants, non-selective words are often made prominent.

4.1.2 Tone

Tone is a major pitch movement that usually occurs on the last prominent word in a tone unit and over the tonic syllable. It has significant communicative value as it depends on the relationship between the message and the audience as determined by the speaker (Brazil et. al.1980). Moreover, a proclaiming tone (rises and then falls, or just falls) shows that the speaker is giving new information. On the other hand, a referring tone (falls and rises, or just rises) shows that the speaker is referring to something already known. Following is an analysis of the sample use of tone levels.

One of the most outstanding features of tone in Bahraini English of the two participants is the high frequency of rise tone. It usually indicates incompetence and is frequently used with statements. The following are some examples.

Speaker A:

12) // i woke UP // aROUND eight THIRty // to go OUT // to have BREAKfast // with my FRIEND // i went to LIbous // i had this REAlly really nice French COffee //

The frequent use of rise tone in this example is better illustrated by Praat software. See figure 1and figure 2.

Figure 1: Pitch movement in Speaker A voice

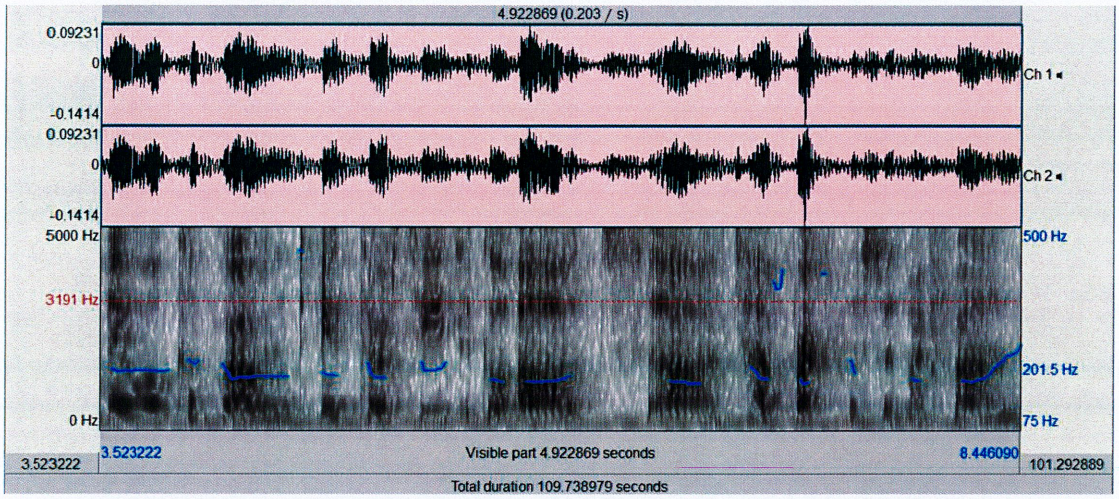
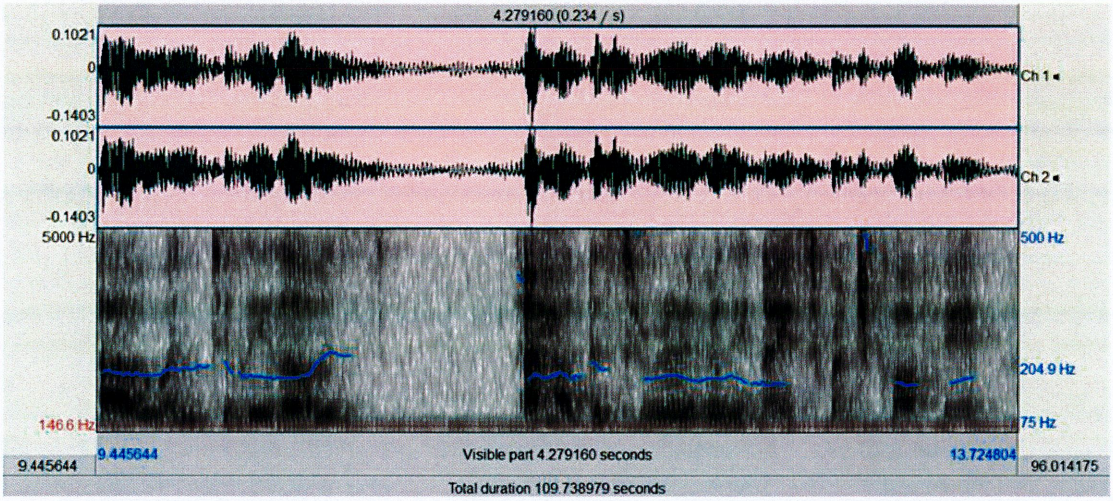


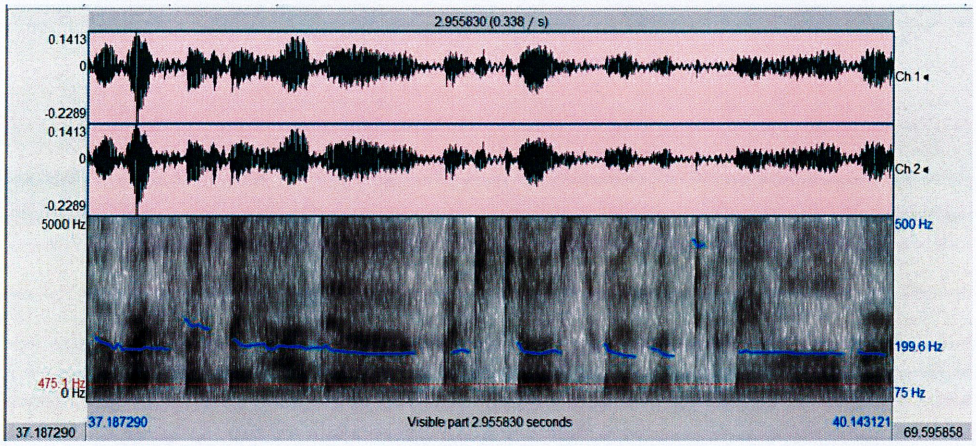
Figure 2: Continue: Pitch movement in Speaker A voice



Speaker B:

13) // for BREAKfast // i HAD …er … french TOAST // with WHIPPED CREAM all over //

Figure 3: pitch movement in Speaker B voice



Another characteristic worth mentioning is the low frequency of the fall-rise tone. Interestingly, almost all the rising tones in the sample of Bahraini speakers of English are rise tones ( ). Examples:

Speaker A:

14) // ~~AND~~ // then when you CUT INto it // with a KNIFE // CHOcolate // starts OOzing OUT //

In comparison to the idealization analysis of intonation done by a professional native speaker:

// ~~AND~~ // then when you cut INto it with a KNIFE // CHOcolate // starts oozing out //

Speaker B:

16) // i woke UP // aROUND eight THIRty //

In comparison to the idealization analysis of intonation done by a professional native speaker:

// i woke UP around eight THIRty //

Moreover, the rise tone often implies dominance or even aggressiveness (Goh, 2001) and it is used frequently by the subjects. On the other hand, the fall rise is considered marked. Overall, interestingly, in Bahraini English, the rise tone is more common and does not seem to have the same pragmatic implications as in British English. In other words, it is used to indicate the incompleteness of ideas.

4.1.3 Key and termination

The subjects tend to use low key for non-prominent words in noun phrases. Moreover, noun phrases like "extra creamy" and "French coffee" would normally be said in the following way if the falling tone is selected:

// it's a FRENCH coffee //
// but like ... EXtra CREAmy //

However, Speaker A made the first word more prominent by selecting a low key.

17) // FRENCH
it's a coffee //

18) // but like … EXtra
CREAmy //

The subjects were found to use high termination for tonic syllables. In other words, they sometimes selected a higher pitch when saying a prominent syllable in a tone unit. This feature was found mainly with tonic syllables that were said with a falling tone. Following are some examples.

Speaker A:

VEry
19) // there's a nice french toast that they serve //

Speaker B:

MA
20) // IT'S a zing //
PRESSo //
21) // It's like an es

Generally, the subjects have little variation in key; they kept to the mid key throughout their conversation. Speakers selected the high key when forcing turn taking, but this was relatively infrequent in the sample.

4.2 Discussion of results

Answering the first research question, namely, what are the features those characterize the Bahraini EFL learners' intonation in terms of their tone units, tone choice and prominence selection in spontaneous speech?, the present study suggests that Bahraini EFL learners, compared with native speakers, have the following intonation features in discourse:

1) assigning prominence to non-selective function or grammar words;
2) assigning prominence to the last word in a sentence;
3) use short tone units
4) select proclaiming tone in the context where native speakers tend to select referring tone;
5) almost all the rising tones were rise tones and rarely fall-rise tones;
6) little variation in key

From this, it is concluded that Bahraini EFL learners encounter problems in using intonation. This conclusion agrees with the previous study mentioned in the literature review (Ahmad 2017) which revealed that intonation is one of the main problems encountered by EFL learners when learning English pronunciation. Besides, Bahraini EFL learners were found by Suliman (2012) to not adhere to English language rhythm. Similarly, it clear from the results of this study that Bahraini EFL learners do not even adhere to English language intonation. Furthermore, Bahraini EFL learners are like Chinese EFL learners, as found in Rui (2007), in

that they both use shorter tone units than those used by native speakers. In addition, both of them tend to assign prominence to words of non-selective meaning and to choose proclaiming tone in the context where native speakers choose referring tone. Bahraini EFL learners are, on another hand, like Malaysian and Singaporean EFL learners, when stated by Goh (2001), that all of them assign prominence to the last word in a sentence.

As for the second research question, what factors result in these intonation features?, a possible explanation for those intonation features might be associated with Bahraini EFL learners English proficiency level, and their lack of awareness in communication and discourse function of English intonation. In accordance with the model of discourse intonation, native speakers rely on context to assign prominence to words or syllables. Moreover, the proclaiming and referring tone are used to convey unshared and shared information among the speaker and listener. However, this study suggests that Bahraini EFL learners are unaware of the communication and discourse function of English intonation when they make prominence selection and tone choice. Some signs of this lack of awareness are their assignement of prominence to non-selective function or grammar words and their selection of proclaiming tone in the context where native speakers tend to select referring tone.

This lack of awareness of the communication and discourse function of English intonation might be associated with the lack of exposure to native input and opportunities to communicate with native speakers of English. Also, it might be associated with EFL classroom instructions. Teachers are mostly non-native speakers of English in the government schools and some private schools as well. However, the textbooks used in schools

have many audio records of native speakers, which give learners a native input. Yet, intonation is not given attention when practicing or assessing speaking or reading aloud. Therefore, they are aware of neither the rules and appropriate use of intonation nor its role in effective communication.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

The current study is an investigation of the discoursal features of English intonation in the speech of Bahraini EFL learners. It attempts to answer the questions; what are the features that characterize the Bahraini EFL learners' intonation in terms of their tone units, tone choice and prominence selection in spontaneous speech? and what factors result in these intonation features? The researcher has arrived at a conclusion out of the analysis of data in this research. Besides, some recommendations were proposed accordingly. This chapter is devoted to this conclusion and these recommendations.

5.1 Conclusion

This research, based on a qualitative investigation of the discoursal features of English intonation in the speech of Bahraini EFL learners, suggests that Bahraini EFL learners, just like other EFL learners, differ from British native speakers in their prominence selection, division of tone units, and tone choice. Bahraini EFL learners tend to assign prominence to non-selective function or grammar words and to the last word in a sentence. They also divide what would normally be a tone unit to a number of short tone units. Besides, there is a high frequency of rise tone with statements and low frequency of fall-rise tone. The subjects have a tendency to use low key for non-prominent words in noun phrases. They also found to use high termination for tonic syllables. These features result mainly from the learners' lack of awareness of the appropriate intonation as well as of the importance of intonation in communication for conveying the right messages.

The findings of this study enlighten the teaching of English pronunciation in Bahrain. For EFL Bahraini learners, it enables them to assess their English intonation in light of an internationally accepted variety. Moreover, it increases their awareness of possible pitfalls that can undermine effective communication between them and native speakers. For English language teachers in Bahrain, on the other hand, they can use this information to identify aspects of intonation to be taught in order to improve their Bahraini EFL learners' English intonation.

In addition, this study is a contribution to the intonation study field as it is the first or at least one of the few studies that tackle Bahraini EFL learners. Besides, the current study can be a ground for further studies in terms of the number of sample, learners from other linguistic backgrounds, and theoretical framework of analysis. However, the results should not be generalized to all EFL learners. As discussed in the introduction, this study is limited to two EFL Bahraini learners.

5.2 Recommendations

Based on the findings of this work, Bahraini EFL learners need improvement in their use of English intonation. Furthermore, since they lack awareness of the appropriate use of English intonation and its discourse function, they should be familiarized with intonation. To achieve this goal, it is recommended that EFL teachers should teach intonation patterns explicitly instead of relying only on the traditional repetition drills instruction (Celce-Murcia, 2010). Also, meaningful contexts including dialogues, conversations, and communicative activities should be utilized in Bahraini Schools in teaching the patterns of intonation instead of the utilization of isolated words or sentences.

Furthermore, learners' should be allowed more opportunities to practice the appropriate use of English intonation through speaking and reading aloud activities. According to Nagamine (2002), teachers are encouraged to teach English intonation in pronunciation classes and other classes such as reading and listening (Nagamine, 2002). Also, teachers may include the intonation in their rubric just as they include pronunciation and vocabulary and such when assessing learners' speaking and reading aloud skills. This will encourage learners to adhere to appropriate English intonation.

On the part of the Ministry of Education, they may familiarize teachers with the importance of English intonation and how it is a key factor for understanding and being understood by native speakers and other non-native speakers of the language. In addition, they may supply English classes with various authentic listening activities to ensure correct intonation.

Finally, the present research sample is small, therefore, further studies with an expanded sample are needed to confirm the results of this study. Besides, further studies are needed with learners from other linguistics backgrounds as this study addresses the case of EFL Bahraini learners only. Not to mention that further studies may use a different framework of research methodologies to judge the accuracy of the results revealed in this study. In addition, future studies may also investigate the effect of the explicit teaching of intonation on raising Bahraini EFL learners' awareness of intonation patterns and their discourse function.

\

5.3 Pedagogical suggestions

The current study aims to call for the teaching of English intonation, to Bahraini EFL learners. Thus, after investigating the discoursal features of English intonation in the speech of Bahraini EFL learners, there is a need for some practical suggestions for teaching intonation. Following is a discussion of why should English teachers prioritize Intonation. Besides, five effective intonation activities for teaching English to any skill level are presented.

5.3.1 Why Should English Teachers Prioritize Intonation?

EFL teachers in Bahrain and all around the world should have the same goal: helping learners sound as natural as possible. Intonation is a huge part of natural communication. The way we use pitch, assigning prominence to specific words can completely change the meaning of a sentence. Saying the sentence "I haven't met him there" five times, assigning prominence to a different word each time, illustrates the complete change of the meaning of the sentences. For EFL learners, this can become a problem if they use the wrong intonation and end up conveying the wrong message.

If EFL teachers want their learners to be fully prepared for communication with native speakers, it's essential to make them aware of intonation pitfalls and prepare them to say what they mean to say.

5.3.2 Four effective intonation activities

Fun and engaging activities are always the most useful for teaching any language aspect including intonation. Pitch movement and prominence assigning aren't easy perhaps for most learners to learn them from studying through computer programs and textbooks. Thus, some interactive intonation activities, in reference to Harville (n.d.), are suggested below.

1) Video Warm-ups

It is always good to start any lesson with a warm-up activity that arouses learners' curiosity about the topic. The videos below are great warm-up activities as well as they engagingly teach intonation.

- Rachel's English is a YouTube channel that has a number of different video clips covering intonation. English teachers can play Rachel's playlist of intonation videos for their learners and have them imitate her examples.
- Jill Diamond is another channel that has numerous different intonation warm-up activities that help learners learn how to listen for changes in pitch and speak in high and low pitches.
- FluentU is an innovation platform that has real English videos. It allows English teachers to show learners authentic English speech in a variety of situations.

2) Stress shifting

In the sample sentence "I haven't met him there", it is possible to change the meaning of a sentence by stressing a specific word. Stress shifting is a simple activity for introducing this concept to learners.

First, the teacher prepares a list of simple English sentences for learners to read aloud for intonation practice. The teacher writes one of the sentences on the board and underlines a word to stress. Learners read the sentence. The teacher erases the underline and moves it to another word and have learners read the sentence. The teacher and learners discuss how the meaning of the sentence changed according to the intonation shift.

3) Inside out

This exercise will help learners learn how intonation can be used to express emotions, feelings, and attitudes in English.

In this activity, the teacher assigns each student a specific emotion or feeling (such as, excitement, fear, sadness, and confusion, and have them communicate using the emphasis and pitch that reflects their feeling.

4) Audience matters

The way you speak to your teacher is different from the way you speak to an annoying friend. We speak differently to people depending on who they are and how we feel about them. EFL learners must know this when learning English, so they can speak properly to others. This activity helps

learners get used to adjusting their intonation depending on who they are talking to.

Learners read sample sentences to each other pretending they're speaking to different people. They may pretend to speak to a stranger one time and to a close friend another time. The teacher and learners have a group discussion about the ways they modified their pitch and word stress depending on their audience.

Overall, every language has its rhythm and rules regarding intonation. Thus, teachers should not assume that EFL learners will automatically understand English intonation the first time they been taught it. Yet, with these activities and a little bit of patience, learners will be able to improve their English intonation.

Summary of the study

To sum up, the current study is an investigation of the discoursal features of English intonation in the speech of Bahraini EFL learners. The study aims at calling for the teaching of intonation and proposes some implications for ESL/EFL teachers to scaffold their learners' acquisition of English Intonation competence. It is an attempt to answer the two questions, what are the features that characterize the Bahraini EFL learners' intonation in terms of their tone units, tone choice and prominence selection in spontaneous speech? and what factors result in these intonation features?

A qualitative approach was adapted to analyze the intonation patterns used by two Bahraini EFL learners' in their spontaneous conversation. Data were collected from this conversation. Data were analyzed manually by the researcher and by a professional native English speaker who had a Ph. D. in phonology to ensure the validity of the analysis. Data were also analyzed digitally using Praat computer software.

The study, by analyzing the intonation patterns and comparing them to patterns used by native English speakers, revealed a number of findings. Bahraini EFL learners found to have distinctive features of English intonation from those used by native speakers. These features include assigning prominence to non-selective function or grammar words, assigning prominence to the last word in a sentence; use short tone units, select proclaiming tone in the context where native speakers tend to select referring tone, almost all the rising tones they use are rise tones and rarely fall-rise tones; have little variation in key. These distinctive features

occurred in various degrees among the subjects. They could be attributed to the ignorance of intonation rules, and mother tongue interference.

Finally, the study emphasizes the importance of teaching intonation to Bahraini and other EFL learners as intonation has considerable influence on intelligibility. Learners are advised to listen to and imitate native English speakers' intonation. Teachers are advised to teach intonation explicitly through a variety of useful activities. Ministry of education is advised to provide teachers with authentic materials that teach English intonation.

References

Ahmed, Z. (2017). Difficulties Encountered by EFL Learners in Learning Pronunciation: A Case Study of Sudanese Higher Secondary Schools. *International Journal of English Linguistics*, 7 (4), 75- 82.

Al-Sibai, D, M. (2004). Intonation: A Suprasegmental Aspect of Language. King Saud University. Retrieved May 1, 2017 from https://www.slideshare.net/lunamoon22/07-english-intonation-11209020

Ambridge, B., & Lieven, E. V. (2011). Child language acquisition: Contrasting theoretical approaches. Cambridge: Cambridge University Press.

Asghar, J. (2013). Discourse Intonation VS Grammatical Intonation: Pedagogical Implications English Language Classrooms. *Journal of International Scientific Puplication: Educational Alternatives*, 11 (2), 307-318.

Brazil, D. (1997). *The Communicative Value of Intonation*. Cambridge: CambridgeUniversity Press.

Brazil, D. & M. Coulthart, C. Johns. (1980). *Discourse Intonation and Language Teaching*. Harlow (Essex): Longman.

Brazil, D. (1985). *The Communicative Value of Intonation*. Discourse Analysis Monograph No. 8, Bleak House Books and English Language Research, University of Birmingham.

Brown, G. (1997). *Listening to Spoken English*. Person Education. Essex.

Carr, P. (2008). *A Glossary of Phonology*. Edinburgh: Edinburgh University Press.

Celce-Murcia, M., Brinton, D., Goodwin, J., & Griner, B. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.

Chen, Aoju. (2011). Tuning Information Packaging: Intonational Realization of Topic and Focus in Child Dutch. *Journal of child language*, 38(05), 1055-1083.

Chun, D. M. (2002). *Discourse Intonation in L2: From Theory and Research to Practice*. Amsterdam: Jhon Benjamin Publicing Company.

Coulthard, M. (1985). *An Introduction to Discourse Analysis*. London. Longman.

Cruttenden, A. (1986). *Intonation*. Cambridge: Cambridge University Press.

Crystal, D. (1997). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.

Derwing, T., & Munro, M. (2005). Second Language Accent and Pronunciation Teaching: A Research-based Approach. *TESOL Quarterly*, 39, 379–397.

DuBois, J.W., Cumming, S., Schuetze-Coburn, S. & Paolino, D. (1992). Discourse Transcription. *Santa Barbara Papers in Linguistics*, 4, 1-217. Department of Linguistics, University of California, Santa Barbara, CA.

Eghlidi, M. (2016). Contrastive Analysis of English and Persian Intonation Patterns: An Error Analysis Study on Iranian Undergraduate EFL

Students. *Journal of Applied Linguistics and Language Research*, 3 (4), 88-102.

Fadhilah, N, Nayan, M. & Setter, J. (2011). The Intonation Patterns of Malay Speakers of English: A Discourse Intonation Approach. *The 17th International Congress of Phonetic Sciences* (ICPhS XVII), 1338-1341 August 2011, Hong Kong.

Fox, A. (2000). *Prosodic Features and Prosodic Structure : The Phonology of Suprasegmentals*. Oxford Linguistics. Oxford University Press, Oxford.

Gilakjani, A. P. (2011). Why is Pronunciation So Difficult to Learn? *English Language Teaching*, 4 (3), 74-83.

Goh, C. (2000). A Discourse Approach to the Description of Intonation in Singapore English. In A. Brown, D. Deterding & Low, E.L. (eds.). *The English Language in Singapore: Research on Pronunciation*. 1-11. Chapter 4. Singapore Association for Applied Linguistics, Singapore. Retrieved Feb 17, 2018 from https://www.academia.edu/953223/A_discourse_approach_to_the_description_of_intonation_in_Singapore_English

Goh, C. (2001). Discourse Intonation of English in Malaysia and Singapore: Implications for Wider Communication and Teaching. *RELC Journal*, 32 (1), 92-105.

Grice, M. & Baumann, S. (2007). An Introduction to Intonation-Functions and Models. Non-native Prosody: Phonetic Description and Teaching Practice. Research Gate. Retrieved from https://www.researchgate.net/publication/228695302_An_introduction_to_intonation-functions_and_models

Grünloh, T. (2011). *Intonation in Language Acquisition - Evidence from German*, 2nd edition. German

Grünloh, T., Lieven, E, & Tomasello, M. (2015). Young Children's Intonational Marking of New, Given and Contrastive Referents. *Language Learning and Development*, 11(2), 95-127.

Harville, B. (n.d.). 5 Effective Intonation Activities for Teaching English to Any Skill Level. FluentU English Educator Blog. Retrieved June, 19, 2019 from https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/

Hayati, A. M., (1998). Acontrastive Analysis of English and Persian Intonation. *Papers and Studies in Contrastive Linguistics*, 34, 53-72. Retrieved Feb 17, 2018 from http://ifa.amu.edu.pl/psicl/files/34/03Hayati.pdf

Hebert, J. (2002). PracTESOL: It's Not What You Say, But How You Say It! In J. Richards & W. Renandya (Eds.), Methodology in Language Teaching: An Anthology of Current Practice (Approaches and Methods in Language Teaching, 188-200). Cambridge: Cambridge University Press.

Hewings, M. (1993). *Intonation Choices in the English of Non-Native Speakers: An Exploratory Study*. In Sancgez—Macarro, A. &Carter, R. (Ed.). Linguistic Choice across Genres: Variation in Spoken & Written English. 317-337. USA: John Benjamins Publishing Co.

Hewings, M. (1995). The English Intonation of Native Speakers and Indonesian Learners: A Comparative Study. *RELC Journal*, 26 (1), 27-45.

Kang, O. (2010). Relative Salience of Suprasegmental Features on Judgments of L2 Comprehensibility and Accentedness. *System*, 38, 301-315.

Khader, K. & Megdad, B. (2015). Investigation into the Difficulties of Palestinian EFL Learners in Learning Intonation in Written and Spoken Context. *International Journal of English Language & Translation Studies*. 3 (2), 55-66. Retrieved from http://www.eltsjournal.org

Krashen, S., D. (1988). ***Second Language Acquisition and Second Language Learning***. Prentice-Hall International.

Ladefoged, P. (1982). *A Course in Phonetics* (2nd ed.). New York: Harcourt Brace Jovanovich.

Limacher, U. (n.d). Language Acquisition versus Language Learning. Ute's International lounge. Retrieved June 21st, 2019 from http://www.utesinternationallounge.com/language-acquisition-versus-language-learning/

Mathews, P. H. (1997). *The Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press.

McCarthy, M. (1998). *Spoken Language & Applied Linguistics*.Cambridge: Cambridge University Press

Nagamine, T. (2002). An Experimental Study on the Teachability and Learnability of English Intonational Aspect: Acoustic Analysis on F0 and Native-Speaker Judgment Task. *Journal of Language and Linguistics*, 1, 362-387. Retrieved June 19, 2019, from http://www.jllonline.net/

Nursyamsu, R. & Munif, L. A. (2013). A Study of English Intonation in Indonesian EFL Learners. *English Review: Journal of English Education*, 1(2), 223-230. Retrieved May 1, 2017 from https://journal.uniku.ac.id/index.php/ERJEE/ article/view/215/171

Parker, M. G. (1990). An Investigation of the Discoursal Functions of English Intonation (Doctoral dissertation). Hatfield Polytechnic. England.

Pickering, L. (2001). The Role of Tone Choice in Improving ITA Communication in the Classroom. *TESOL Quarterly*, 35 (2), 233-255.

Purnami, T. D. (2017). T*he Analysis of EFL Learners' Intonation in Learners' Storytelling.* Bachelor thesis, IAIN Syekh Nurjati Cirebon. http://repository.syekhnurjati.ac.id/2347/1/TIKA%20CANTIK-min.pdf

Raúl, J. V. (2015). An L2 Discourse Intonation Study on Four Prosodic Parameters. *Complutense Journal of English Studies*, 23, 33-58

Rets, I. (20016). Teachers' Perceptions on Using Popular Culture When Teaching and Learning English. *Procedia-Social and Behavioral Sciences*, 232, 154-160. Retrieved on November 30, 2018 from https://www.sciencedirect.com/science/article/pii/S1877042816312721

Roach, P. (2000). *English Phonetics and Phonology: A Practical Course (3rd ed.).* Cambridge: Cambridge University Press.

Roach, P. (2009). *English Phonetics and Phonology: A Practical Course (4th ed.)*. Cambridge: Cambridge University Press.

Rui, T. (2007). The English Intonation of Chinese EFL Learners: A Comparative Study. *CELEA Journal*, 30 (6), 34-45. Retrieved May 1, 2017 from http://www.celea.org.cn/teic/76/08031205.pdf

Stevens, (2017, September, 15). Pronunciation Problems Native Arabic Speakers have with Spoken English. Retrieved from https://blog.talk.edu/grammar/pronunciation-problems-2/

Suliman, M. (2012). Do Bahraini EFL Learners Adhere to the Rhythmic Structure of English When Speaking? (Master dissertation). University of Bahrain. Bahrain.

Swan, M. & Smith, B. (2001). *Learner English: a teacher's Guide to Interference and Other Problems*, 2nd edition. Cambridge. Cambridge University Press.

Taylor, D. S. (1993). Intonation and Accent in English: What Teachers Need to Know. *International Review of Applied Linguistics in Language Teaching,* 30 (1), 1-12.

Tench, P. (1996). *The intonation system*. Cassell, London

Tench, P. (2011). *Transcribing The Sound of English: A Phonetics Workbook for Words and Discourse.* New York: Cambridge University Press.

University of Technology Sydney. (n.d.). Intonation. Retrieved June 3, 2018 from https://www.uts.edu.au/sites/default/files/intonation.pdf

Vaissiere, J. (2004). *Perception of Intonation*. In D. B. Pisoni and R. E. Remez, eds., Handbook of Speech Perception. Oxford: Blackwell.

Valipour, V. & Ast, H., D. (2014). Differences between Children and Adults in Foreign language Pronunciation and Grammatical Rules Learning. Indian Journal of Fundamental and Applied Life Sciences, 4 (3), 195-198.

Wells, J., C. (2006). *English Intonation. An Introduction*. Cambridge: Cambridge University Press.

Yamato, K. (2000) Validating David Brazil's Theory of Discourse Intonation for Intonation Teaching. *Annual Review of English Language Education in Japan*. 10, 91-100.

Yule, G. (2016). *The Study of Language* (6th ed.). Cambridge: Cambridge University Press.

Appendixes

Appendix 1

Transcription conventions (adopted from Rui 2007)

H High Key
M Mide Key
L Low Key
P falling tone
P +rising−falling tone
r falling−rising tone
r+rising tone

Level tone

／／　　／／tone unit boundaries
（）utterance with intonation
YES prominent syllables／words are written in uppercase letters
YES tonic syllable／word are written in uppercase letter and underlined

Appendix 2

Transcription of the two participants' conversation

So Fatima, How was your day?

I woke up at around 8:30 to go out to have breakfast with my friend. I went to Lilous. I had this really really nice French coffee.

How was it different from a regular coffee though?

It's amazing. It's super creamy. It's like an espresso. It's a French coffee. It's like an espresso but like extra creamy. It's really good like it woke me up really nice. Then, I had a family gathering.

What did, what did you have for breakfast?

Ok. For breakfast, I had a French toast with whipped cream all over and tons of berries.

Oh, thee say it's pretty nice.

Yeah, it's pretty nice but you can't share it because there are three pieces of toasts so like is this a sharable dish or not! It's not.

I have never tried it before but apparently according to Hamdah, It's the best French toast in all of Bahrain.

That's an exaggeration. It's not the best. First of all, first of all, I think the best French toast I hadin Bahrain is at Sash I think in Riffa. It's really good.

What's so special about it?

It's the same dish but it comes in this finger shaped toast. It's .

Finger shaped toast!

Yeah, it's like fingers of toast.

I think the best French toast I had was in the Orangery. So it's basically this big block of bread.

Good.

And then when you cut into it with a knife, chocolate starts oozing out.

No no no, I hate melted chocolate.

It's, it's filled with chocolate and it's topped with like, what's it?, powder sugar and a drizzle of chocolate and some fruits; berries I think.

The thing, the thing about French toast it's better to have it with maple syrup and berries, powdered sugar and whipped cream is additional of course.

Oh, there's a very nice French toast.

Chocolate are bad first of all.

There's a very nice French toast that they serve at café Chantilly in Saar. They have like a banana

Oh bananas!

Flavored French toast so basically the bananas are fried

Yeah.

And so the bananas are all caramelized and brown

OK.

And the I think am not sure if they, if they stuff the French toast with something or they're regular French toast.

It's maybe like small bananas!

No, the bananas are just on top of the French toast.

Like it was very like soft. It's probably the bananas in the inside!

Could be, could be.

Appendix 3

Analysis of the patterns of intonation in the speech of the two participants

high
mid // SO // FATima // HOW was your DAY //
low

high
mid // i woke UP // aROUND eight THIRty // to go OUT // to have BREAKfast //
low

high
mid // with my FRIEND // i went to Llous // i had this REAlly really nice French COffee //
low

high
mid // HOW was it different from a regular COffee though //
low

high MA SUper LIKE an es
mid // IT'S a zing // it's CREAmy // It's PRESSo // FRENCH
low it's a coffee //

high REAlly
mid // PRESSo // but like … EXtra // it tastes GOOD like … //
low it's like an es CREAmy

high WOKE me
mid // it ~~UP~~ // really NICE // ~~MM~~ // then I had a FAmily GAthering //
low

high
mid // what DID you have for BREAKfast though //
low

high
mid // ~~OH~~ // for BREAKfast // i HAD …er … french TOAST // with WHIPPED CREAM all over //
low

high TONS of BErries
mid // and … er … mm … //
low

high
mid // OH // they SAY it's pretty nice // TOO //
low

high PREtty CAN'T
mid // YEAH // it's NICE // but you SHARE it // because there are …
low

high THREE
mid pieces of TOAST // so like … mm … is it a SHAREable dish // or NOT //
low

high NEver tried it beFORE
mid //i've // but apPArently … // a CCORding to HAMdah // …
low

high
mid it's the BEST french TOAST // in ALL of bahRAIN //
low

high NOT
mid // er .. THAT'S an exaggeRAtion // it's the BEST // FIRST of all … // FIRST of all //
low

high
mid // mm … i think the BEST french toast i've had in bahRAIN // is at SASH // i THINK //
low

high
mid // in riFFA // it's REAlly GOOD //
low

high
mid // WHAT'S so SPEcial about it //
low

high COMES in this finger-shaped TOAST
mid // it's the SAME DISH // ~~BUT~~ // it // IT'S CUTE //
low

high
mid // FINger-shaped TOAST //
low

high
mid // YEAH // it's LIKE FINgers // of TOAST //
low

high
mid // i think the BEST french toast i HAD // was in the ORangery // so it's BAsically this BIG //
low

high
mid // BLOCK // of BREAD //
low

high
mid // GOOD //
low

high
mid // AND // then when you CUT INto it // with a KNIFE // CHOcolate // starts OOzing OUT //
low

high
mid // no, no, I HATE melted chocolate //
low

high
mid // it's FILLED with CHOcolate // and it's TOPPED with like [//… what IS it …//]
low

high
mid powdered SUgar // and … erm … a DRIzzle of CHOcolate // AND some FRUITS //
low

high
mid // BErries i think //
low

high
mid // NO // the THING …// the THING about french TOAST // it's BETTER to have it with MAple
low

high
mid syrup // and BErries // …erm … POWdered sugar and whipped cream is aDDItional of course //
low

high OH
mid // // VEry nice french toast … //
low there's a

high
mid // CHOcolates are BAD first of all //
low

high VEry
mid // there's a nice french toast that they serve // at caFE chanTIly // in SAAR //
low

high
mid // they HAVE like a baNAna //
low

high
mid // //
low OH // baNAnas

high
mid // FLAvoured french TOAST // so BAsically // the bananas are FRIED //
low

high
mid // YEAH //
low

high
mid // and so the baNAnas are all caramelised in BROWN //
low

high
mid // oKAY //
low

high STUFF the french toast with SOMEthing
mid // and the i think … i'm not sure if they … if they //
low

high
mid or they're REgular french toast //
low

high
mid // it's MAYbe like SMALL bananas //
low

high
mid // NO // the baNAnas are just on TOP of the french toast //
low

high
mid // like it was VEry like SOFT // it's PRObably the bananas on the INside //
low

high
mid // COULD be // COULD be //
low

Appendix 4

Hypothetical idealized analysis of the patterns of intonation in the speech of the two participants

HYPOTHETICAL IDEALIZED VERSION

high
mid // SO // FATima // HOW was your DAY //
low

high
mid // i woke UP around eight THIRty // to go OUT to have BREAKfast //
low

high
mid with my FRIEND // i went to LIlous // i had this REAlly really nice French COffee //
low

high
mid // HOW was it different from a REgular coffee though //
low

high MA SUper CREAmy LIKE an es
mid // IT'S a zing // it's // It's PRESSo // it's a FRENCH coffee //
low

high REAlly
mid // it's LIKE an espresso // but like … EXtra CREAmy // it tastes GOOD like … //
low

high UP really nice
mid // it woke me // MM // then I had a FAmily GAthering //
low

high
mid // what did you HAVE for BREAKfast though //
low

high
mid // OH // for BREAKfast // i HAD …er … french TOAST // with WHIPPED CREAM all over //
low

high TONS of BErries
mid // and … er … mm … //
low

high
mid // OH // they SAY it's pretty NICE // TOO //
low

high PREtty CAN'T
mid // YEAH // it's NICE // but you SHARE it // because there are …
low

high THREE //
mid pieces of TOAST // so like … mm … IS it a SHAREable dish // or NOT //
low

high NEver TRIED it before
mid //i've // but apPARently … // a CCORding to HAMdah // …
low

high
mid it's the BEST french TOAST // in ALL of bahRAIN //
low

high NOT
mid // er .. THAT'S an exaggeRAtion // it's the BEST // FIRST of all … // FIRST of all //
low

high
mid // mm … i think the BEST french toast i've had in bahRAIN // is at SASH // i THINK //
low

high
mid // in riFFA // it's REAlly GOOD //
low

high
mid // WHAT'S so SPEcial about it //
low

high COMES in this FINger-shaped toast
mid // it's the SAME DISH // ~~BUT~~ // it // IT'S CUTE //
low

high
mid // FINger-shaped toast //
low

high
mid // YEAH // it's like FINgers of TOAST //
low

high
mid // i think the BEST french toast I had // was in the ORangery // so it's BAsically this big
low

high
mid block of BREAD //
low

high
mid // GOOD //
low

high
mid // ~~AND~~ // then when you cut INto it with a KNIFE // CHOcolate // starts oozing out //
low

high
mid // no, no, I HATE melted chocolate //
low

high
mid // it's FILLED with CHOcolate // and it's TOPPED with like [//… what ~~IS~~ it …//]
low

high
mid powdered SUgar // and … erm … a DRIzzle of CHOcolate // AND some FRUITS //
low

high
mid // BErries i think //
low

high
mid // NO // the THING …// the THING about french TOAST // it's BETTER to have it with maple
low

high
mid SYrup // and BErries // …erm … POWdered sugar and whipped cream is aDDitional of course //
low

high OH
mid // // VEry nice french toast … //
low there's a

high
mid // CHOcolates are BAD first of all //
low

high VEry
mid // there's a nice french toast that they serve at caFE chanTilly // in SAAR //
low

high
mid // they HAVE like a baNAna …
low

high
mid // //
low OH // baNAnas

high
mid flavoured french toast // so BAsically // the bananas are FRIED //
low

high
mid // YEAH //
low

high
mid // and so the baNAnas are all caramelised in BROWN //
low

high
mid // oKAY //
low

high
mid // and the i think … i'm not sure if they … if they STUFF the french toast with something //
low

high
mid or they're REgular french toast //
low

high
mid // it's MAYbe like SMALL bananas //
low

high
mid // NO // the baNAnas are just on TOP of the french toast //
low

high
mid // like it was VEry like SOFT // it's PRObably the bananas on the INside //
low

high
mid // COULD be // COULD be //
low

ملخص البحث

يركز تدريس النطق ولفترة طويلة على الخصائص المقطعية للخطاب الا أنه بات من الضروري دراسة الخصائص الفوق مقطعية لما لها من أثر كبير على فهم المعنى وايضاحه. ومن ثم تهدف هذه الدراسة الى الحث على تدريس الخصائص الفوق مقطعية لاسيما التنغيم للطلبة البحرينيين الدارسين للغة الإنجليزية كلغة اجنبية وذلك من خلال بيان السمات الخطابية للتنغيم في الكلام باللغة الإنجليزية لدى الطلبة البحرينيين. وقد تبنت هذه الدراسة منهجًا نوعيًا و ذلك باعتماد الدراسة في اطارها النظري على نموذج ديفيد برازيل لسمات التنغيم بغية اجراء مقارنة بين سمات التنغيم لدى طالبتين بحرينيتين من دارسي اللغة الإنجليزية كلغة اجنبية والناطقين باللغة الانجليزية كلغة أم. وقد اتضح من خلال هذه الدراسة وجود اختلاف بين الطلاب الدارسين للغة الإنجليزية كلغة اجنبية والناطقين باللغة الإنجليزية كلغة أم من حيث تقسيم الوحدات الصوتية واختيار الابراز ونغمة الصوت وهذا كما يبدو يعود بشكل رئيسي الى عدم دراية الطلاب بالاستخدام الصحيح للتنغيم وعدم إدراك أهميته في فهم المعنى لدى الناطقين باللغة الإنجليزية كلغة أم والدارسين للغة الإنجليزية كلغة اجنبية. وفي ضوء نتائج الدراسة تم التوصل الى مجموعة من التوصيات والمقترحات حول تدريس التنغيم ورغم ان هذه الدراسة تقتصر على الطلبة البحرينيين فإنها قد تكون ذات أهمية للآخرين من المهتمين بدارسة اللغة الإنجليزية كلغة ثانية او كلغة اجنبية.

الكلمات المفتاحية: الخصائص الفوق مقطعية - التنغيم – السمات الخطابية للتنغيم

جامعة البحرين

كلية الآداب

قسم اللغة اللإنجليزية و آدابها

السمات الخطابية للتنغيم في الكلام لدى الطلبة البحرينيين الدارسين للغة الإنجليزية كلغة اجنبية

بحث تكميلي مقدم لنيل درجة الماجستير في الدراسات التطبيقية في اللغة الإنجليزية

إعداد

ميس عمر الدويري

20093436

إشراف

الدكتور مارتن باركر

(أستاذ مشارك)

جامعة البحرين

مملكة البحرين

ديسمبر 2018