The Communicative Function of Intonation Processing in English and Persian-Perception of Implicit Directive Messages

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ABSTRACT

This cross-cultural research was conducted to reveal the differences between English and Persian directive speech act set and intonation systems. The subjects of the study were 40 undergraduate male and female students studying translation in Ahvaz Azad University in Iran. For data collection, two English and Persian versions of a two-option closed-ended questionnaire were used. The Chi-square formula was then employed to analyze the data. Analysis of the pitch contours of the recorded utterances were done through PRAAT program. The results of the study revealed that pitch as an intonational element is an important aspect of speech communication in various pragmatic and syntactic functions generates a specific sensation. The main conclusion drawn is that having access to more contextual information and communicative signals changes the interpretation of prosodic feature such as pitch range in natural conversation.

1. Introduction

Language emphasizes on the role of learning a language in each community which cannot be visible directly but has verbal features which is prior to it and connects the past, the present and the future of people together. Such a propagation is possible through spoken and written language. These characteristics of language cause social and cultural development. Studying cultural aspects of the language (beliefs, norms, traditions, religions, races) and learning the appropriate expressions for each particular cultural occasion is so valuable to avoid misinterpretation.

Learners vary in amount and kind of prior knowledge, cognitive ability, learning style, and their mental capacity. The number of opportunities to apply a rule measures the amount of practice of that rule. If knowledge is encoded in some other way than in rules, other techniques must be used. Poulisse (1990) states that when second or foreign language learners attempt to communicate in L2, they are often confronted with linguistic problems resulting from an inadequate command of that language. Although this occasionally leads to a breakdown in communication, L2 learners generally manage to overcome their problems by employing what are known as'' communication strategies''.

Despite the widespread nature of class techniques and activities, the intensity of training is fairly low. Mastering talk as interaction is difficult. Learners are sometimes at a loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in producing expressions and avoid situations which call for this kind of talk for conversation. According to Cohen (1996), without positive interdependence, students sometimes fall into the trap of ''hitchhiking'', where they allow one student to do all the work for them. Development is therefore studied by examining the relation between experiences and processes on different time levels through real-time teacher-student interaction and teacher-student relationships.

Communication is constrained by the social context, and the communicative intentions that have to be inferred in a speaker- listener situation. " In interpersonal communication, native speakers are likely to misinterpret the intentions of nonnative speakers that will result in mutual negative stereotyping" (Tannen,1989,p.223). Speaking remains the most difficult skill to master for the majority of English learners. Meaningful communication appears to be the same for different individuals in different cultures suggesting that prosodic expression of emotions and attitudes is not conventional. Understanding social meaning from a speech of interlocutors engaged in the conversation and how they are signaled in language is an important sociolinguistic task in itself. To convey intended meaning in different contexts, learners should be skilled in the forms and the functions of the target language and aware of difficulties in communication at socio-cultural, socio-pragma-linguistic levels. The more EFL learners are aware of similarities and difference between their mother tongue and foreign/ second language, the easier they will find it to adopt effective learning and productive strategies.

In 1989, Light defined communicative competence for individuals with complex communication needs who require augmentative and alternative communication (AAC) as a "dynamic, interpersonal construct based on functionality of communication, adequacy of communication, and sufficiency of knowledge, judgment, and skills". Pragmatics deals with the interpretation and use of utterances with reference to the interaction

between the speaker and the listener and the communicative meaning to more from the conceptual meaning to the pragmatic meaning. EFL learners often attempt to compensate for their lack of knowledge by transferring some features from L1 to L2. Transfer is defined as" the use of native language knowledge in some as yet unclear way- in acquisition of a second language "(Gass & Selinker, 1992, p. 234).In order to prevent missteps in intercultural communication, language learners need competence in L2 grammar, vocabulary and most importantly communicative competence in general and pragmatic competence in particular. One important aspect of pragmatic competence is the production and understanding of speech acts and their appropriateness in a given situation (Cheng, 2005, p. 9).

Prosodic elements give the message linguistic and paralinguistic meaning, which carry an effective communicative value when conveying emotional states. Emotions can be expressed through non-verbal aspects of speech. Intonation concerning unconsciousness perceptions is the key to recognize the emotions being communicated. Acoustic cues such as FO or energy and spectral tilt are important in detecting emotions and attitudes.

Intonation is the pattern of pitch in spoken language. The phonetic term for pitch is fundamental frequency (F0) which is the rate of vibrations of the vocal chords. Fundamental frequency corresponds to rate of vibration of the vocal cords. Therefore, *FO* equals zero during unvoiced speech e.g. during voiceless consonants as well as pauses. When the number of vibrations per second (the frequency) goes up, the pitch (we hear) also goes up, although the ratio is not one to one1 (Couper-Kuhlen, 1996). The process by which the listener extracts information from the speech signal, allow the interlocutors to comprehend the speaker's

message. In Persian language intonation contours are the result of the linked pitch accented syllables. Pitch variables, such as major differences in FO level and range being more critical in the signaling of strong emotions and attitudes.

With regard to situation and speech style, each word differs from another word in duration. The pragmatic function of intonation is determined by how different linguistic structures convey the same or different illocutionary forces. In the Iranian context learner are not exposed to the target community and culture. They find it difficult to produce different types of speech action L2. They should be familiar with discoursal and pragmatic functions of intonation conveying messages to the addressee. Intonation unit includes a word with different contextual meanings. Subordinate intonational units are also accounted for in Pierrehumbert's intonation system which is called *intermediate phrases*. The major unit of the prosodic elements in a communication is the *Intonational phrase* (or tone groups).

A better understanding of how EFL teacher training affects learner behavior and classroom practices is needed in order to improve future program implementation. With the focus on the functional movements in language teaching, prosodic features are more effective in learners' attitudes, purposes, moods, and emotions which are conveyed by the shifts in pitch ranges and intonation in a language like English are high on agenda (Boyle, 1997).Considering the given points, The purpose of this study is to evaluate directive illocutionary force and intonation structures correlation in English and Persian speeches. It seeks to investing ate phonetic systems particularly intonational devices in two languages involved and to find out if there is any correspondence between realization patterns of indirect strategies and intonation patterns in the two languages.

2. Review of the Literature
2.1 Theoretical Background

Searle treated speech acts much more systematic than Austin had. He suggested that each kind of speech act can be defined in terms of a set of rules that identify the conditions that are individually necessary for performing an act of that kind. Searle (1975b) presented a taxonomy of illocutionary acts based on a number of essentially pragmatic parameters and proposed that in 'indirect speech acts' the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background knowledge together with the general powers of rationality and inference on the part of the hearer. The more important part of added parameters is what he called *Direction of fit*. He emphasized that some specific conditions must be obtained for an illocutionary act to be felicitously performed. There were not only logical conditions but also descriptions of the speaker's and the hearer's desires, intentions, and level of sincerity. A speech act direction of fit characterizes the way in which acts of that type are related to the world.

Pierrehumbert (1980) characterized structure by English intonational phrase a finite-state transition network. He introduced Auto segmental- Metrical framework as a phonological approach to intonation that splits the intonation representation into segmental and tonal tiers. An utterance is analyzed metrically depending on the stress alignment values of a specific language. This approach views intonation contour as a string of High or Low tones. The intonational targets are classified into four categories: *pitch accents, nuclear accents, phrase accents, and boundary tones.* The tonal elements are all described as either *H* or *L.* Pitch accents are either H* or L*(the star denotes that the pitch event is a pitch accent rather than boundary tone).Nuclear accents is the last major pitch accent of an intonational phrase. These tonal events are in the form of pitch accents (e. g., H) and edge tones (e. g. H %) and associate with points in the segmental string, and transitions between these points are phonologically irrelevant (Saadat Tehrani, 2009). Pierrehumbert treated the differences between down stepping and non-down stepping accents as involving tonally distinct accent types.

2.2 Empirical Studies

Inducing noticing of new forms, and new form-meaning connections in real world situations increase comprehensibility and content predictability of the target language. The communicative teaching theory reveals that communication and interaction are the purpose of language learning (Richards & Rogers, 1986).Long stresses the importance of interactional modifications that occur in negotiating meaning. In other words, interactive input is more important than non-interactive input (Ellis, 1994). In spite of the significant correlation between intonation and pragmatics, there are only a few studies in Persian which examine and explain the role of pitch range pattern and some pragmatic phenomena. Only a small amount of available literature supports the role of intonation on interpreting the directive IF messages. In what follows we present the main research efforts made by Persian and non-Persian researchers in the fields of interface between phonology and pragmatics.

In the Mackey's research (1999) about the relationship between interaction and second language acquisition, he asserted that the nature of interaction and the role of learners are critical factors through interaction. He concluded that one feature interacting with the learner's internal factors to facilitate development is the participation in the interaction through the provided condition for the negotiation meaning.

Conducting another study on Dutch and Hungarian, Scherer (1995) tested assumptions concerning intonation theories, and reached conclusions very similar to

Mozz,iconaccis (1995).In their study , an orthogonal design was used , combining high and low preheads with three Dutch pitch accent : H*L,H*Land L*H , which resulted in experimental intonation contours , A perceptual experiment was conducted in order to test which of the contours would best convey friendliness , aloofness , irritation , uncertainty and politeness.

Swertz and Zerbian (2010) researched L2 intonation transfer in Zulu speakers of English with perceptual and acoustic analysis. Zulu intonation is different from English intonation and is not used to mark focus words. English L2 speakers in the study did not use intonation to signal focus, similar to their native language. These are examples of L1 transfer, or influence that show how L1 intonation influence in L2 can be characteristic of a group of speakers. Other studies have revealed difficulties in intonation differences between Russian and English related to intonation transfer.

Recently, Juslin et al. (2003) analyzed spectral and segmental changes due to emotion in speech. Their study on segmental reduction and vowel formants showed that anger has the highest accuracy of articulation compared to other emotions that they analyzed. They also analyzed the spectral balance of fricative sounds. Their analysis revealed that two different groups can be observed, one containing fear, anger, and happiness (increased spectral balance compared to neutral), and the other containing boredom and sadness (decreased spectral balance compared to neutral).

Veysi and Abbaszadeh (2015) conducted a research to show the correlation between pragmatic aspect of utterance and pitch ranges. The main focus of this study was to contrast the interface of these two variables In English and Persian. In this research, the correlation between the change of pitch ranges and illocutionary force of the speakers was the main concern.

Hayati (1996) believes that if we only consider the sentence -Final position we see some ground in Swan's theory because the sentence - final intonation patterns of two languages (English, Persian) are quite similar (falling in statements and wh- questions, rising in yes/ no questions, etc). But, through his study, Hayati found another element of interference which causes intonation problems of Persian learners. He maintains that stress placement is the source of transfer to intonation.

Alinezhad and Vaysi (2007) conducted experimental research seeking various degrees of correspondence between prosodic cues duration, pitch level, and intensity and paralinguistic information in some samples of speech in Persian. Their analysis demonstrated a noticeable correlation between prosodic features and paralinguistic information in Persian. Abdolhasanizadeh et al. (2013) investigated phonetic realization of focus in declarative and interrogative sentences in Persian. 12 native speakers of Persian recorded short statements and interrogatives including clitic group and phonological word in neutral and focal conditions. The results showed small acoustic differences in duration, intensity, and spectral information between initial and final accented target words in neutral and focused conditions in Persian, by the side of substantial differences in FO.

The pitch level, accent, or intonation contour of words or a whole phrase sometimes carries more pragmatic meaning than just words as written. These suprasegmental features express intent, emotion, and inquisitiveness and as such are a critical component of language competence and proficiency. Suprasegmental features are an important part of communication and though easily acquired by children in their L1 are more difficult for adults to acquire in their L2 (Lantolf, 1976).Intonation contours can distinguish attitude or pragmatic force,

intonation functions importantly in cross-cultural communication. "A failure to make full use of English prosodic features has crucial consequences in native/ non-native speaker's oral interaction" (Clennell, 1997, p. 118).In the following part the hypotheses related to the topic are given.

2.3 Research Hypotheses

In accordance with the objectives of this study, two research hypotheses are applicable:

H l 1: There are significant differences between directive illocutionary force sub- titles and intonational contours in English and Persian.

H1₂: Direct and indirect strategies used by Iranian learners deviate from those employed in English directive illocutionary force sub- categories.

3. Methodology

3.1 Corpus

In this study, the comparative method was used to explore similarities and differences in intonation features of English and Persian languages for conveying directive illocutionary force through employing direct and indirect strategies. The corpus of this research was gathered from 50 English and 50 Persian movies from which different types of expressive illocutionary act were extracted based on real samples of speech.

3.2 Participants

The subjects involved in this research were 40 male and female learners of English studying translation course from Azad University in Iran. They were selected randomly between the age ranges of 20 to 35. All of them were in the same educational backgrounds.

3.3 Instrumentation

Since collecting data based on naturally occurring situations is a very time consuming task and due to lack of enough exposure to English in Iranian learners social interactions, Multiple Choice Questionnaire (MCQ) can be beneficial. English and Persian versions of a closed- ended questionnaire in 17 situations and in yes/ no option were administered to them in two different sessions. In the present study the reliability of the close-ended DCT through Cronbach alpha and half split methods were calculated: 0.86 and 0.78. After data collection, the frequency and percentage of the speech samples in directive category of taxonomy were calculated.

3.4 Procedure

This study investigates the language functions through intonational variations in English and Persian. It focuses on the way different emotions and attitudes expressed and interpreted in English and Persian. This study involved 3 processes; perception of directive illocutionary force, speech articulation and acoustic analyses of the speech samples. In the first phase: the utterances of Persian male and female native speakers in 50 movies were extracted. For English data 50 English movies were used to gather the corpus. After choosing the directive speech act from 17 situations in the two versions by the participants, in speech articulation process 6 Persian male and female native speakers and 6 Iranian settlers in abroad with nearly English native-like accent produced some utterances in different subsections of directive speech act. The utterances were in different situations (making tea, thirst, being cold, having headache, faded flowers, suggesting tea, doctor's advice, being hot, borrowing pen) in different directive sub- classifications (requesting, warning, suggesting and advising). These common situations in life were assigned to reveal the subjects use of semantic formulae when doing directive speech act. The linguistic variation was colloquial. The unmarked produced utterances included functional and propositional meanings expressing directive illocutionary force were recorded for comparing the intonational systems of the both languages. In speech sample measurement step, the extent of changes in tonal characteristics of each utterance was set for each respective feeling.

Results were listed in terms of various tables and figures.

3.5 Statistical Analysis

To examine the significance of variables in comparison with base line, descriptive and inferential statistics were used. Pitch and duration were considered as dependent variables and attitudes as independent variable to explore the differences between English and Persian directive speech act set in real samples of speech through different tonal structures.

3.6 Speech Samples Analysis

The speech analysis was made by using PRAAT acoustic analysis software (Boersma &Weenink, 2006), broadly used for prosodic studies. As said earlier, neutral mode is considered as base line. Acoustic parameters values of feelings and attitudes were analyzed and the global level statistics related to fundamental frequency (FO) (Maximum-Minimum) were calculated from FO contours in each peak through pitch tracks and spectrograms with emphasis on communicative and socio-cultural norms to explore cross-cultural differences in pitch range patterns in English and Persian.

4. Results and Discussion

As mentioned before the main aim of learning a language is to use it in communication in its spoken or written forms. Classroom interaction is a key to reach that goal which is the exchange of thoughts, feelings or ideas between two or more people. As a results of a contrastive analysis of English and Persian sound systems, the problematic areas that are responsible for prosodic miscues have been identified. In order to investigate the differences between directive speech act in English and Persian, the following spectrographs of some of the speech samples with their durations and fundamental frequencies presented.
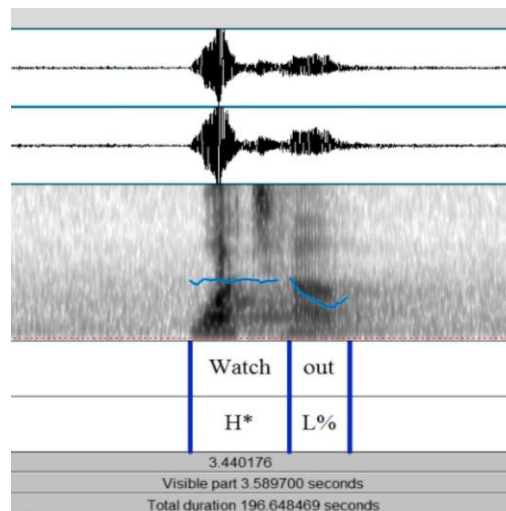
4.1 Directive Illocutionary Force

Figure 1: The pitch range pattern of the sentence" Watch out!"
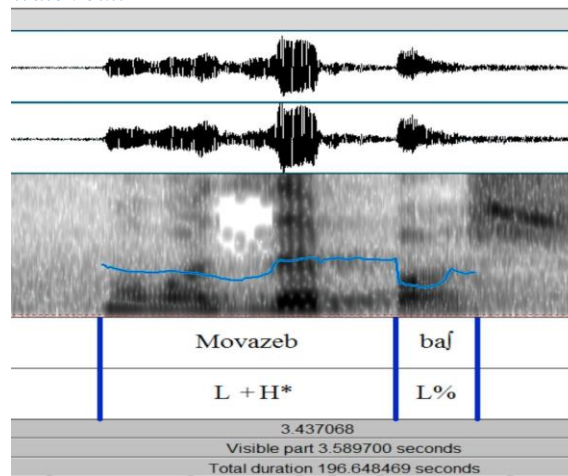

Figure 2: The intonation contour of the utterance "Movazeb baʃ!"

In the first SA presented in the spectrograph, the utterance" Watch out", the pitch begins high on the word "Watch" and rises its highest point and then it falls to form H* L% pattern. This subsection of directive SA indicates warning and preventing the addressee from a serious danger.

Figure 2 reveals that in Persian equivalent "Movazeb baʃ", the pitch starts low on the first and second syllable and rises on the third and the last syllable "zeb" to form a high accented syllable and falls after the highest peak in the tune to form a L+H* L% pitch range pattern. It shows that in Persian, the

accented word has a bitonal pitch whereas in English the rising pitch is monotonal (H*).
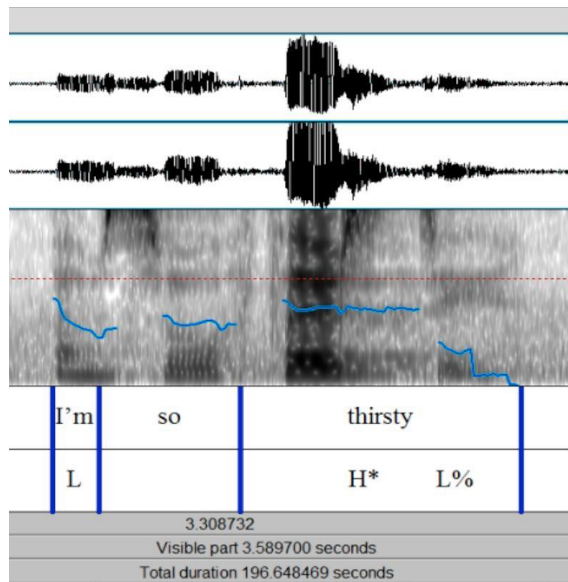

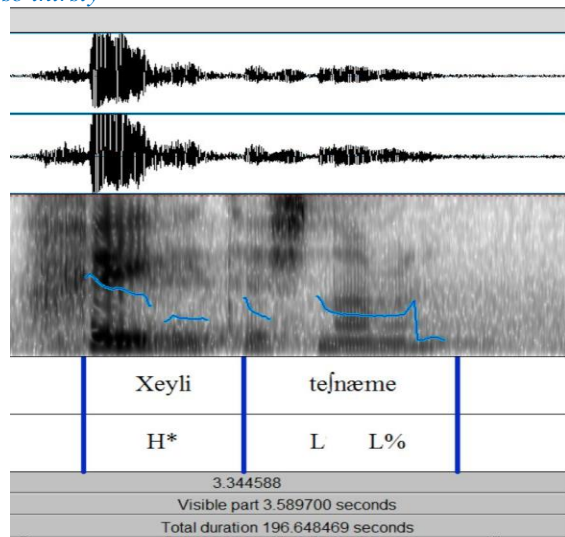*Figure 3: The pitch range pattern of the sentence "I'm so thirsty"*

Figure 4: The intonation contour of the utterance "Xeyli teʃnæme."

Figure 3 represents that in the English utterance "I'm so thirsty", the pitch starts low and rises at the word "thirsty" to form a high accented syllable(H*), Then the pitch falls to a low point to indicate an indirect request.

In contrast in the Persian equivalent "Xeyli teʃnæme " presented in the figure 4, the pitch of this utterance introduced with a high

accent on the word"Xeyli"(H*) as an intensifier.The high accented syllable followed by a low accent on the word "teʃnæme" (L) and then falls to a very low level in the range to show an indirect request. The analysis shows that in English the intensifiers are deaccented but in Persian they are accented.
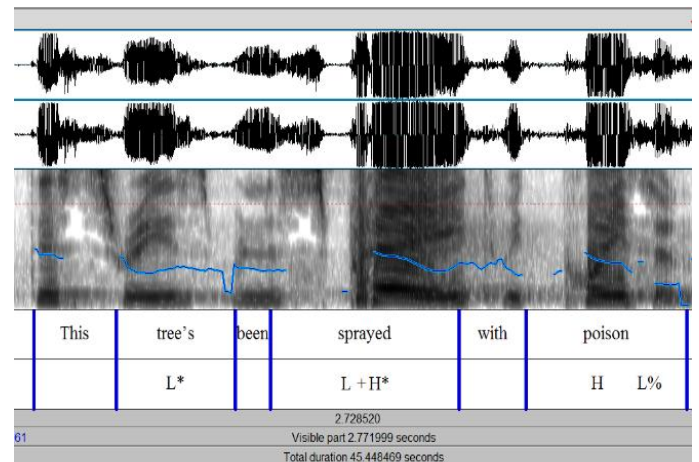

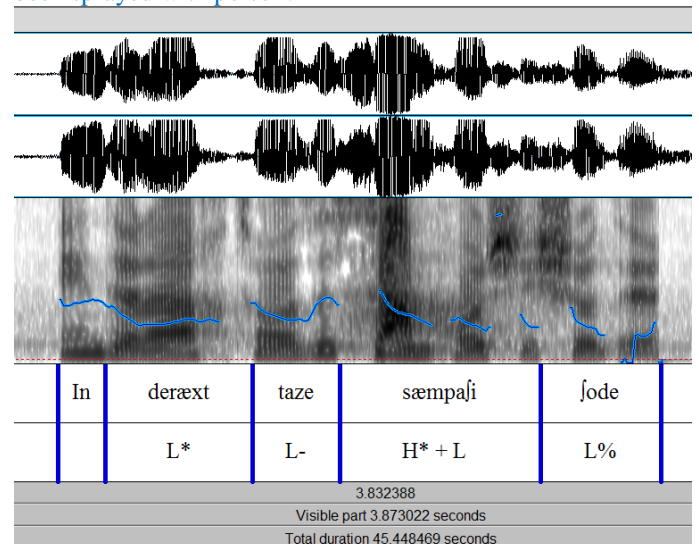Figure 5.The pitch accents of the utterance" This tree's been sprayed with poison!"

Figure 6.The pitch accents of the utterance" In deræxt taze sæmpaʃi ʃode!'

The spectrogram (5) shows that the pitch starts low and we have a (L*) pitch on the word "tree's" as the given information with a high peak on the accented syllable "prayed"precedes by a fall to form a bitonal

pitch(L+H*) then we have a rise on the word "poison" (H) with a low boundary tone

The next figure (6) indicates that the word "deræxt" carries the old information and the pitch falls on the word "taze" (L).Then we have a rise on the first syllable of the verb "sæmpaʃi" followed by a valley to shape a bitonal event (H*+L).

In both languages the verb is accented. In English it is a simple verb with a (L+H*) pitch, whereas in Persian it is compound with a (H*+L) to show a warning act.
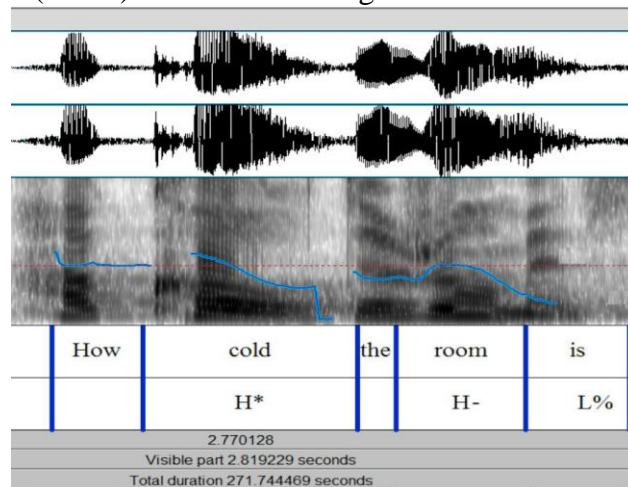

Figure 7: The intonation contour of the utterance "How cold the room is!"
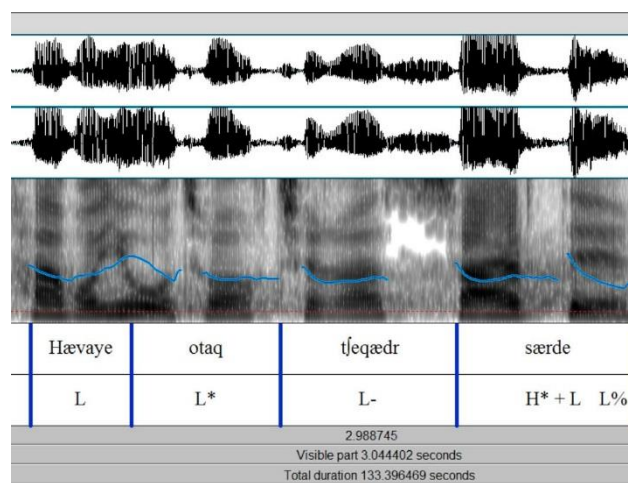

Figure 8: The pitch accents of the sentence "Hævaye otaq tʃeqædr særde!"

Figure 7 indicates that in the last English speech samples" How cold the room is", the pitch rises on the second word" cold " as the peak and continues till the next high accented syllable "room" with a lower level. Then we see a fall at the end of the sentence to form an indirect request through using an exclamative statement showing surprise.

The last spectrograph reveals that in the Persian utterance" Hævaye otaq tʃeqædr særde", the pitch starts with a low accent on the word "Hævaye" and continues till it reaches to the word "otaq"as the low accented syllable (L*) carries the old information. Then it reaches its highest level on the last word "særde" as the peak of the utterance to form a bitonal nuclear accent (H*+L) which indicates an indirect request through surprise.

It can be concluded that in this type of utterance the pitch range patterns of the both languages are different. In English, the monotonal accent (H*) is on the word "cold" and then it falls to a lower range on the next word to make the secondary high accented syllable but in Persian, the word "særde" has a bitonal pitch(H*+L).

In the following section the results of the data statistical analysis presented:

Table 1
Descriptive Statistics of Directive SA in the Persian Version of the MCQ

MCQ	Number	Mean	SD
Persian	40	6.02	1.14

As it is shown in the table, the mean and standard deviation were obtained: 6.02 and 1.14.

Table 2
Descriptive Statistics of Directive SA in the English Version of the MCQ

MCQ	Number	Mean	SD
English	40	7.40	1.76

According to table 2, the mean and standard deviation were measured: 7.40 and 1.76. To compare the mean of the same group's performance on the two versions, the paired-sample t-test was used and the results presented in the table below:

Table 3
The Results of Paired-Sample T-Test

T-Test	Speech Act	MCQ	Mean Difference	SD	t-Value	df	Sig
Paired-Sample	Directive	English/Persian	-1.37	2.23	-3.88	39	0.001

The table 3 shows that there is a significant difference between the two means at p≤0.001 which was observed -1.37 and the observed t-value was -3.88.So the results reveal that the performance of the Iranian learners of English on the directive SA in the English version was significantly higher than their performance on the Persian version.

Table 4
The Results of Chi-Square Test for Directive SA in the Persian Version of the MCQ

Test	t-Value	df	Sig
Chi-Square	20.30	5	0.001

Critical Value: 11.07 (p≤0.05)

According to table 4, it can be claimed that there is a significant difference between the direct and indirect strategies in English and Persian directive SAs. Therefore, answering was not based on guessing. Since the observed t-value (20.30) was higher than the critical value (11.07), the second hypothesis assuming significant differences between the direct and indirect strategies employed in directive SA at p≤0.001 was supported.

Table 5
The Results of Chi-Square Test for Directive SA in the Persian Version of the MCQ

Test	t-Value	df	Sig
Chi-Square	42	7	0.001

Critical Value: 14.07 (p≤0.05)

The table 5 shows that there are significant differences between direct and indirect strategies employed in English and Persian directive SAs. The reason was that the learners were more familiar with Persian directive than that of English one. Since the observed t-value (42) was higher than the critical value (14.07) for the performance of the same group on the English version of the MCQ. Therefore, the second hypothesis at p≤0.001 was verified.

Learning English linguistic forms and communicating with native speakers provides the EFL learners the chance to listen to and speak authentic English and get feedback and refine their knowledge of the language system. As a result, pitch level and contour type are important elements in generating feelings. The results demonstrate that pitch level is important when it is accompanied by contour type. The data analyzed for emotional states show that the most decisive element for creating an emotion is contour type more than pitch level which showed fewer variations. In the organization of educational programs, the content of these programs was found effective but the teachers' role should be vital in defining the content of these plans.

Comparing the distribution of the degree of directness emerging in Persian and English speeches it can be argued that culture is the most important factor involved in the use of direct strategies, because members of speech community utilize direct strategies, according to their socio-cultural relationship. The role that conversation interaction plays is found to be dynamic in the development of a second language. Exploring factors influencing classroom oral interaction can reducing the amount of pragmatic unawareness. Studying English acquisition is important because the ability to communicate in that language determines the extent in which an individual can participate in real world situations. Meeting instructional objectives helps the instructor a means to monitor all language use especially in face-to-face instruction.

5. Conclusion

This study set out to investigate the functions of intonation and pitch ranges and its correlation with the perception of implicit directive messages. To elaborate the results

made in this research, let's refer to the research questions.

Regarding the first research question, the results revealed the correlation between the two related variables in this research. The results showed that there was a significant correlation between the pitch ranges of the utterances and the given messages. For example in the Persian utterance" Hævaye otaq tʃeqædr særde!",the pitch starts with a low accent on the word "Hævaye" and continues till it reaches to the word "otaq"as the low accented syllable(L*) , Then it reaches its highest level on the last word "særde" as the peak of the utterance to form a bitonal nuclear accent(H*+L) which indicates an indirect request. The findings related to the first hypothesis are in line with Boyle (1997). Boyle also found that there is correspondence between the realization of the patterns of indirect strategies and intonational contours.

Considering the topic of this research and the related field, the results also indicate that less researches are conducted in this field in Persian or contrastively. To look back to the empirical studies , it also revealed that more focus have been on the correlation between emotions and intonation not speech acts and intonation

The second research hypothesis concerned the different degrees of deviation from the relevant strategies used by Persian and English speakers. The spectrographs and the quantitative results can support the mentioned point. The results also indicate that no remarkable studies can be found to be in line with this research.The results, moreover suggested that understanding cultural differences is a prerequisite for effective intercultural communication. Every educational system is responsible for seeking out utilize principles of speech act behavior for the students in EFL classrooms in an effort to promote their communicative competence.

The final point is that context as an effective factor conveys different directive illocutionary force sub-formulae through different intonation patterns. Acoustic parameters for description of attitudinal state can include pitch range and duration of each prosodic event measured to compute the tilt of each prosodic contour. Since most utterances express propositions as culture-sensitive illocutionary forces, computer program can be so effective in analyzing the interactions to reveal distinctions. Collaborative learning can enhance significantly the EFL learners' oral skill performance and their motivation toward learning English. It is very important for them to have sufficient social skills, involving an explicit teaching of appropriate communication and resolution skills so that they can collaborate effectively.

Intonation is a paralinguistic element to vocal communication. Lack of correlation between two respective variables is resulted from the interpretation of feelings and attitudes based on conversational context and situation. Acoustic signs and keys do not give information required for determining type of feelings and their interpretation. Speech without intonation features is no more than a production. It can be concluded that tones are important discourse strategies to communicative effectively, so learners should be aware of NNs usage of the variety of expressions to realize a certain function depending on the specific situations.

Implications of the Study

The task of an instructional system is to map pedagogical situations onto instructional actions. Recent educational reforms provide an excellent opportunity to evaluate the casual impact of teacher training on student performance. During the teaching process, interaction between the teacher-students take place verbally and nonverbally. EFL learners can manage to communicate effectively and efficiently in different social contexts by learning how to use expressive illocutionary force through certain intonational devices.

L2 acquisitions depend on comprehensible input. In the classroom, then, the teacher's main role is to insure that learners receive comprehensible input by providing them with listening, speaking, and reading materials. Training programs must be conducted by well-equipped and skilled persons in the concerned subject or else these are useless. It is not the amount of practice on the target skill as a whole but the amount of practice per knowledge unit that determines the level of mastery since knowledge units are learned one by one, independently of each other, and that the acquisition of any one unit is a regular process. Children learn through interpersonal activity, ''scaffolding'', whereby they form concepts that would be beyond them if they were acting alone. In evaluating each learner's performance, learners can make use of language forms. While communicating, accuracy in the production of language forms (production, intonation, stress, grammatical, and lexical features) to convey meaning in specific context is so significant.

Suggestions for Further Studies

Further researches, however, are needed to confirm these findings. Since the data obtained through observatory methods, as the most effective representative of the language used in natural settings, similar studies can explore more culture-specific rules of language use through combining a variety of ethnographic data collection methods.

Limitations of the Study

To conduct a manageable research, the following limitations were made: Among different types of instruments, only a closed-ended questionnaire was utilized. This study limited to speaking skill. Not all the learners' communicative strategies were included in this study.

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