# English and Persian Context-Bound Interpretation of Expressive Subtle Attitudes through Contrastive Pitch Range Pattern

**Elkhas Veysi**
Department of Linguistics, Payame Noor University
**Iran**
**Farangis Abbaszadeh**
*(Corresponding Author)*
Department of Linguistics, College of Humanities, Abadan Branch
Islamic Azad University, Khouzestan, **Iran**

## ABSTRACT

Prosodic cues are useful in detecting particular elements of conversational style and social intention of the speaker in a daily conversation. This article focuses on investigating the effectiveness of these prosodic aspects to identify different attitudes and to explore how FO with other acoustic and temporal features is involved in the expression of feelings. As reference for each language, Searle's classification of illocutionary force and Pierrehumbert's auto-segmental –metrical theory were followed. A group of 40 random-chosen undergraduate male and female students from Ahvaz Azad University were involved in the study. As an instrument, two versions of a closed-ended questionnaire were used to elicit data. To reveal significant differences between two languages regarding expressive speech act through different intonation patterns, a Chi-square test and a Paired-sample t-test were conducted to analyze the data and to reveal whether there is any significant difference between patterns of the two languages. The data analysis showed that the subjects did not have enough knowledge about direct and indirect strategies of the target language while expressing expressive attitudes. Finally, the findings indicated that a description of attitudinal states may benefit from incorporation of prosody as well as context of are effective elements in the speech encoding process. Providing English foreign language learners with socio-cultural norms, pragmatic knowledge and input with specific feedback through various intonational patterns improve their communicative competence while expressing and interpreting emotions and attitudes in English as the target language.

## 1. Introduction

Language is the ability to communicate an intended message; to adjust the message according to the response of the listener, to produce coherent utterance, to respond, and to use strategies to aid communication. Communicative competence emphasizes the importance of interaction as human being use language in various context to negotiate meaning or to get one idea out of your head and into the head of another person and vice versa( Brown, 1994,p.159).

Spoken discourse is a jointly constructed interaction involves reciprocity and composed of idea units. Talk as interaction refers to conversation and describes interaction which serves a primarily social function. People engage in small talk, try to establish a successful interaction with others. Interlocutors from diverse cultures attempt to infer meanings of unknown words and phrases which they encounter by studying the pictures in combination with their awareness of context and their limited relevant linguistic knowledge. However, propositions are fundamental in the sense that they are used to encode declarative knowledge even in the systems that use other means than propositions to represent procedural knowledge. The focus is on the speakers and how they wish to represent themselves to each other than on the message. Using talk in interaction requires different skills such as opening and closing conversation, choosing topics, making small-talk, turn taking, and interrupting. Reading as a receptive skill facilitates learners' speaking by enlarging their knowledge and providing them with more topics to talk about. The constraints encode the domain knowledge in evaluative form.

Our experience indicates that the evaluation of a large constraint base might be too slow to be practical without a pattern matching component. According to Ellis (1990), interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdown. People who have the same social or cultural habits have slight intonational differences. Without considering the intonational habit of one's speech community, it is impossible to make any inferences about personality or social behavior on the basis of intonation.

There is a close connection between verbal and non-verbal reactions. The correspondence of the listener's proper response with the actions of the speaker is necessary for the communication between a speaker and a listener. Through this process a comprehensible communication is achieved. Speech act as ritualized phrases are affected by sociolinguistic variables. They have certain pragmatic and social functions in every culture. The expression of speaker's attitude is linked with grammatical, discoursal structures, and pragmatic competence. Pragmatic inference and interpretation as the process by which speaker's intentions are understood by the listener. Misunderstanding occur frequently in interaction due to different factors, which can be, on different occasions, phonological, syntactic, vocabulary, contextual or cultural. Therefore, no more attention they pay to processing semantic, pragmatic, and sociolinguistic levels of communication. They cannot be driven to refine their development knowledge of the language system.

Emotional/Expressive utterance refers to any utterance in which the speaker is emotionally involved, and in which this is linguistically expressed by means of intonational variations. Rosengren (1997) argues that exclamatives are different from standard illocutions, since they are direct expressive/emotional expressions, and do not propositionalise their emotional meaning in

the way expressives proper do, but they are likely to constitute an illocutionary act of their own. Having access to more contextual information changes the way we interpret prosodic cues. Using multimedia software for the purpose of perceiving and practicing pragmatic functions of intonation, is an important aspect of second language acquisition. Signal analysis software can facilitate phonological acquisition through testing different types of feedback.

Bolinger (1989) stated that exclamations are primarily used to express the speaker's own feelings, and if intonation is basically affective, the connection between intonation and exclamation must be broad and deep (p, 248).He stresses that part of the problem concerning intonation and exclamations is related to the fact that there is a great deal of variation concerning the intonations that can be used in exclamations. According to Bolinger wh—exclamations universally have an intonation contour in which the degree-word has the exclamatory accent and much higher pitch than the rest of the utterance which is the most important word in the proposition.

Abstract information conveyed by linguistic choices influences the pragmatic interpretation. Prosody is dependent on the context. It has the potential for contributing to the perception of politeness in different languages. Different aspects of the meaning can be associated with different phonological domains. Directness or indirectness of the link between intonational cues and attitudinal states.

Intonational features such as pitch range, accent placement, and tune represent important source of information. Following Cauldwell (2000), Wichmann and Cauldwell (2003), and Culpeper (2005), pitch range differences should be expected to have a systematic effect on listeners. They could even correlate negatively with the perception of politeness when other contextual cues are present. Factors to be considered in a phonological description of intonation are the relative height of the pitch and the direction of pitch movement. Acoustic cues including low and high FO or energy are important in detecting emotions or expressions. Another level of culturally determined variation in intonation which is handling of voice apart from the linguistic patterns of intonation.

The correlation between intonational form and conveyed attitude is enhanced by non-verbal acoustic parameters. Speaker chooses an intonational contour to convey relationships between the propositional content of the utterances via selection of pitch accent, pitch movement, phrase accent, and edge tone. Interlocutors make assessments of what words need to be stressed, or of what attitude or intention they wish to convey by means of intonation. It must be determined on the basis of the surrounding context. Prosodic information interacts in very important ways with contextual information in conveying meaning through polite strategies and changes in pitch range at the end of the utterance can interfere with the degree of politeness.

EFL learners differ significantly in their levels of classroom behavior. They have problems managing their behavior and using positive feedback. Mastering the talk in conversation is difficult. EFL learners are at a loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations which call for this kind of talk.

To seek correct interpretation, or make up for communication breakdown, the learners should resort to all sorts of strategies. Misunderstanding occur frequently in interaction due to different factors, which can

be, on different occasions, phonological, syntactic, vocabulary, contextual or cultural. Therefore, no more attention they pay to processing semantic, pragmatic, and sociolinguistic levels of communication. They cannot be driven to refine their development knowledge of the language system. They often have difficulty presenting a good image of themselves and sometimes avoid situations which call for this kind of talk. In an input-poor EFL context, teachers, who put too much emphasis on vocabulary, and sentence structure, should be responsible for their learners' oral inability. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. They should alter their attention to the practice of speaking in natural conversation through intonational variations.

## 2. Review of Literature

### 2.1. Theoretical Background

According to Searle (1969) there are five basic speech acts, which show the following directions of fit and have the following basic characteristics:

a) An EXPRESSIVE expresses a psychological state, i.e. Speaker's attitude with respect to a certain state of affairs, which need not be explicitly mentioned. Expressives have the Null or Empty direction of fit, since there is no question of success or failure of fit. Their point is only to express the speaker's propositional attitude to the state of affairs represented by the propositional content.

b) A COMMISSIVE indicates that the speaker commits himself to a future course of action, as when you promise, threat or offer. Commissives show WORLD-TO-WORDS fit, and Speaker expresses the intention that S do A.

c) A DIRECTIVE is an attempt to get H to do something, therefore they show WORLD-TO-WORDS fit, and express speaker's wish or desire that H do A. When asking a question, S wants H to answer the question, and when making a command, S wants H to perform the action A.

d) A REPRESENTATIVE have a WORDS-TO-WORLD direction of fit, i.e. their truth values are assigned on the basis of whether or not the words describe things as they are in the world spoken of. A REPRESENTATIVE is characterized by the fact that the speaker commits himself to the truth of the expressed proposition, as in an assertion or a conclusion.

e) A DECLARATIVE is the archetypal speech act. When performing a declarative SA you are not only saying something, but the utterance has certain practical implications in the real world, granted that you are an individual in possession of the required power or status. The purpose of making a declaration is to get the world to match the propositional content by saying that the propositional content matches the world. Declarations have the double direction of fit, i.e. both World-to-Words and Words-to-WORLD.

In Pierrehumbert's (1980) phonological system of intonational description, tunes are described as sequences of *low* (L) and *high* (H) tones, which determine the shape of FO contour. Some of these tones (the tones participating in pitch accents) go with stressed syllables. If the stress pattern for a given sentence is changed, the number and location of pitch accents is changed accordingly. Other tones, the *phrasal tones*, mark the edges of phonological phrases. If the way a sentence is divided into phrases is modified, the number and the location of phrasal tones is changed.

### 2.2. Experimental Studies

Payrato (2002) and Prieto (2001) claim that both rising and falling contour patterns are adequate when the speaker's attitudes are neutral and when the aim of the interrogative is simply to elicit unknown information. However when the action conveyed in the utterance implies a high benefit for the speaker and a high cost for the

hearer, the falling pattern is perceived as less polite or formal than the other. They claim rising tone is preferred in those cases.

Culpeper et al. (2003) showed that prosody was involved in the expression of impoliteness in different ways: by choosing a specific nuclear contour (which determines the illocutionary force of the utterance), by allowing the conversation to continue or blocking it (by using rising or falling contours), or by using extreme loudness or high pitch in order to invade the hearer's auditory space.

Orozco (2008, 2010) investigated the realization of polite utterances in Mexican Spanish. She presented 12 participants with 8 unpunctuated written sentences (requests) and asked them to pronounce them in neutral and polite styles. When comparing those renditions, she observed that the nuclear configuration was typically characterized by an expanded pitch range (especially for women) in the polite utterances. While there were no outstanding differences in the choice of the nuclear pitch accent between conditions, the polite style favored a rising boundary tone more than the neutral style did. Regarding the prenuclear material, accents could be realized with a wider pitch range in the polite style but the differences were not significant. Finally, another difference were found between neutral and polite utterances was the use of a high initial boundary tone in the latter (64%) more commonly than in the former (36%).

On a different note, Estella-Santos's work (2007) showed a case of borrowing of pitch contour and morphological structure from Quechua into Ecuadorian Andean Spanish. This structure, which was found to be considered more polite than the native Spanish one in this variety, is characterized by the presence of an extremely high initial rising pitch accent, extreme vocalic lengthening of the first accented syllable and a lengthening effect throughout the whole sentence.

Chen et al. (2004) and Chen(2005) studied experimentally the perception of affective intonational meaning derived from Ohala's frequency code in Dutch and English, i.e. the perception of semantic scales such as 'friendliness', 'confidence' , or 'surprise'' as conveyed by gradual changes in pitch range or peak alignment. Their findings showed that, even though there were differences in the fine-grained perception of English and Dutch listeners, stimuli with high pitch range tended to be perceived as more friendly. The strongest correlations were found between these scores and the mean FO of the last quarter of the contour, suggesting that in both languages contour endings are more useful for this purpose than earlier portions.

According to Gussenhoven (2002), 'affective interpretation of the frequency code are rather numerous. Submissiveness, or 'feminine' values, and its opposite, dominance, or 'masculine' values, constitute one obvious dimension. Meanings that are associated with this dimension are (for higher pitch) 'friendliness' and 'politeness'. As Ohala (1984, p.2) put it,'' although the evidence is not as extensive as that concerned with the use of FO to mark sentence types, it seems safe to conclude that such 'social' messages as deference, politeness, submission, confidence are signaled by high or rising FO whereas, assertiveness, authority, aggression, confidence, threat, are conveyed by low or falling FO (see also Bolinger, 1978).

## 3. Purpose of the Study

Language use data is analyzed to describe the phonological, syntactic, and semantic systems of those learners, to consider how they might differ from target language norms. This cross-cultural study conducted to investigate whether we can pinpoint pitch range as being a systematic cue for conveying emotional states and expressive attitudes through employing polite strategies. This article will focus on providing learners with language input and with specific feedback

regarding acoustic features of the intonation patterns they produce and how direct and indirect strategies differ in both languages regarding the interpretation of meaning while different attitudinal expressions conveyed.

## 3.1. Research Questions and Hypotheses

The main questions and hypotheses to be investigated in the present study are as following:

RQ1:   Are there any significant differences among English and Persian speakers with regard to the interpretation of attitudinal expressions through pitch range patterns?

RQ2:   To what extent direct and indirect strategy usage of Persian learners of English are different from each other?

H1$_1$: There are significant differences between English and Persian languages regarding conveying attitudinal expressions through pitch changes.

H1$_2$: English and Persian languages are different in direct and indirect strategy usage.

## 4. Methodology

### 4.1. Subjects

In order to investigate the expressive attitudes and feelings in English and Persian languages, a group of 40 male and female Persian learners of English in Ahvaz Azad University in Iran were involved in the study with the same educational background. The age range was from 25 to 40. The participants were selected randomly.

### 4.2. Instrumentation

#### 4.2.1. A Two-Option Closed-Ended Questionnaire

The study of second language acquisition often involves the elicitation of language use data from learners which is analyzed to describe the phonological, syntactic, and semantic and pragmatic systems of those learners, to consider how they might differ from target language norms. For collecting data, the EFL learners were given a yes/no option questionnaire on comprehending attitudinal expressive illocutionary force messages through pitch range changes.
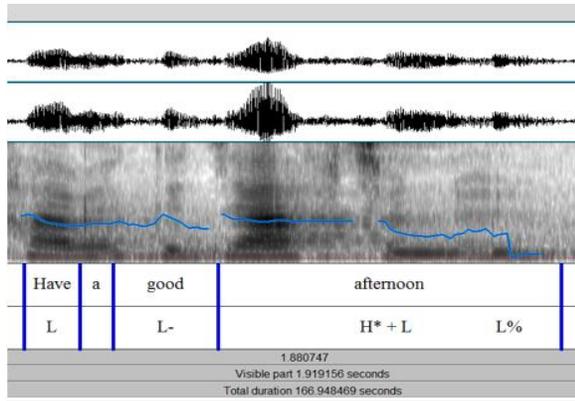
### 4.3. Procedures

In the first phase of the study, 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. These natural situations in daily life were assigned to reveal the subjects' use of semantic attitudinal expression while producing unmarked utterances including functional and propositional meanings. In two different sessions, the learners were asked to determine whether or not the given sentences are expressive messages based on their own interpretation. Then the utterances of six Persian male and female native speakers and six male and female Iranian settlers in English-speaking countries with nearly English native-like accent expressing the unmarked expressive illocutionary force were recorded or extracted for comparing the pitch range pattern of the both languages. Then the produced speech samples were analyzed through PRAAT processing software to compare the global statistics of their fundamental frequency.

## 5. Results and Discussion

In order to investigate the differences of English and Persian pitch range patterns, some expressive speech samples indicating congratulation, farewell, and thanking were produced to be analyzed through PRAAT software. The following spectrographs of some of the speech samples with their durations and fundamental frequencies (FO) presented below:
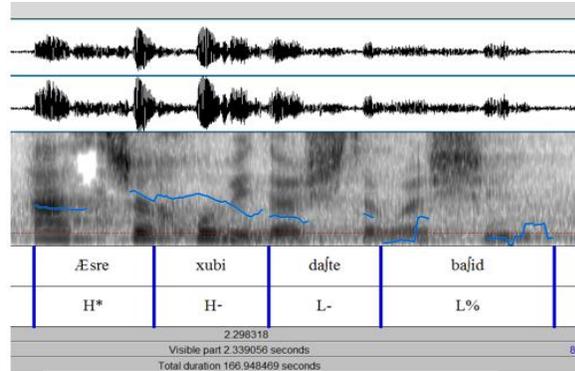
Expressive Illocutionary Force Set

*Figure 1.The intonation contour of the utterance 'Have a good afternoon'.*

| | Have | a | good | afternoon |
|---|---|---|---|---|
| | L | | L- | H* + L    L% |

1.880747
Visible part 1.919156 seconds
Total duration 166.948469 seconds

| Pitch | | |
|---|---|---|
| Accent | L | H*+L |
| Word | good | afternoon |
| Duration | 0.39 | 0.78 |
| Pitch Mean | 226.15 | 192.44 |
| Pitch Min | 176.61 | 86.29 |
| Pitch Max | 229.36 | 246.82 |

*Figure 2.The intonation contour of the utterance 'Æsre xubi daʃte baʃid.'*



| | Æsre | xubi | daʃte | baʃid |
|---|---|---|---|---|
| | H* | H- | L- | L% |

2.298318
Visible part 2.339056 seconds
Total duration 166.948469 seconds

| Pitch | | |
|---|---|---|
| Accent | H* | H |
| Word | Æsre | xubi |
| Duration | 0.36 | 0.35 |
| Pitch Mean | 230.22 | 239.55 |
| Pitch Min | 208.57 | 183.56 |
| Pitch Max | 280.63 | 269.57 |

The spectrogram (1) shows that in English, the sentence begins with a low pitch on the word "Have" and continues till it reaches to another low pitch on the word "good" and rises on the first and nuclear syllable of the word "afternoon" and have a low pitch accent on the second syllable and falls till reaches to the lowest point.

In figure 2, the Persian equivalent begins with a peak and a high accented syllable (H*)

on the word "Āsre" and continues till a lower point which represents the secondary high accented word "xubi". Then it falls gradually till it reaches to the lowest level to form (LL %) edge tone.
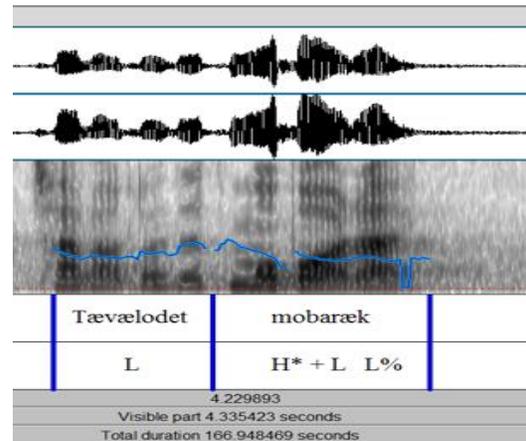
The analysis reveals that the pitch range patterns of English and Persian in this utterance are not the same. In English the adjective "good" is not accented. In English the high accented word has a bitonal accent (H*+L), but in Persian it is monotinal (H*) which shows a farewell situation.

*Figure 3.The pitch range pattern of the sentence 'Happy birthday'.*



| | Happy | birthday |
|---|---|---|
| | L | H* + L    L% |

2.608326
Visible part 2.683890 seconds
Total duration 166.948469 seconds
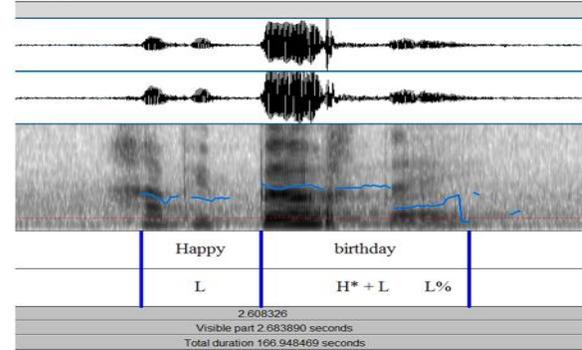
| Pitch | | |
|---|---|---|
| Accent | L | H*+L |
| Word | Happy | birthday |
| Duration | 0.37 | 0.84 |
| Pitch Mean | 179.86 | 217.41 |
| Pitch Min | 79.77 | 96.82 |
| Pitch Max | 233.69 | 259.27 |

*Figure 4.The pitch range pattern of the sentence 'Tævælodet mobaræk'.*



| | Tævælodet | mobaræk |
|---|---|---|
| | L | H* + L   L% |

4.229893
Visible part 4.335423 seconds
Total duration 166.948469 seconds

| Pitch | | |
|---|---|---|
| Accent | L | H*+L |
| Word | Tævælodet | mobaræk |
| Duration | 0.83 | 0.77 |
| Pitch Mean | 219.36 | 192.14 |
| Pitch Min | 185.47 | 95.97 |
| Pitch Max | 239.53 | 259.63 |

The figure( 3) that the English utterance "Happy birthday." starts with a low pitch and rises at the first syllable of the second word and gradually falls to form a bitonal pitch.

In the next spectrograph(4), the pitch rang of the Persian equivalent "Tævælodet mobaræk"., the first word starts with a low pitch and continues till it reaches to the first and nuclear syllable of the second word 'mobarak' to form a (H*+L) pitch accent.
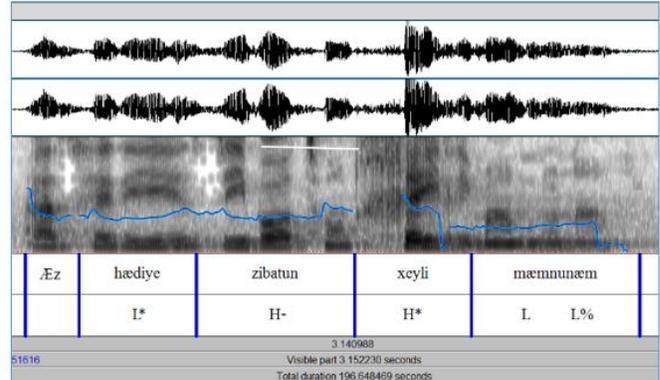
The pitch tracks shows that in English the second word "birthday" is accented, where as in Persian the verb "mobaræk" carries the peak.

*Figure 5.The pitch accents of the utterance 'Thanks a lot for your nice present'.*



| | Thanks | alot | for | your | nice | present | |
|---|---|---|---|---|---|---|---|
| | H | L- | | | L- | H* | L% |

3.114765
Visible part 3.212425 seconds
Total duration 166.948469 seconds
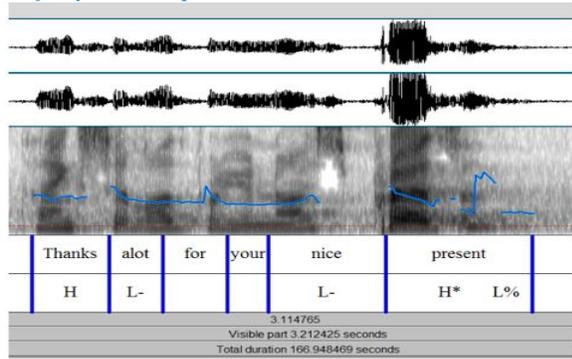
| Pitch | | |
|---|---|---|
| Accent | H | H* |
| Word | Thanks | present |
| Pitch Mean | 222.72 | 214.16 |
| Pitch Min | 213.67 | 141.59 |
| Pitch Max | 232.58 | 326.84 |

*Figure 6.The pitch accents of the utterance 'Æz hædiye zibatun xeyli mæmnunæm'.*



| Æz | hædiye | zibatun | xeyli | mæmnunæm | |
|---|---|---|---|---|---|
| | I* | H- | H* | L | L% |

3.140988
Visible part 3.152230 seconds
Total duration 196.648469 seconds

| Pitch | | | |
|---|---|---|---|
| Accent | L* | H | H* |
| Word | hædiye | zibatun | xeyli |
| Duration | 0.67 | 0.68 | 0.50 |
| Pitch Mean | 236.91 | 215.80 | 204.40 |
| Pitch Min | 189.18 | 194.59 | 93.11 |
| Pitch Max | 257.93 | 268.51 | 287.61 |

The figure (5) indicates that the utterance starts with a high pitch on the word "Thanks" and then falls gradually to reach to the last word and continues till to the last word "present" with another high accented syllable (H*) which carries the peak of the sentence.

In contrast, in Persian utterance (6), the word "hædiye" the (L*) pitch which carries the old information structure and it continues to reach the adjective "zibatun" as a high accented (H) word and rises again on the intensifier "xeyli" to make the nuclear pitch (H*) of the sentence and gradually falls to the lowest point to form a (LL%) boundary tone.
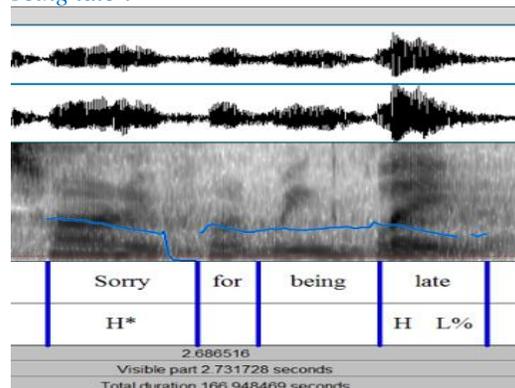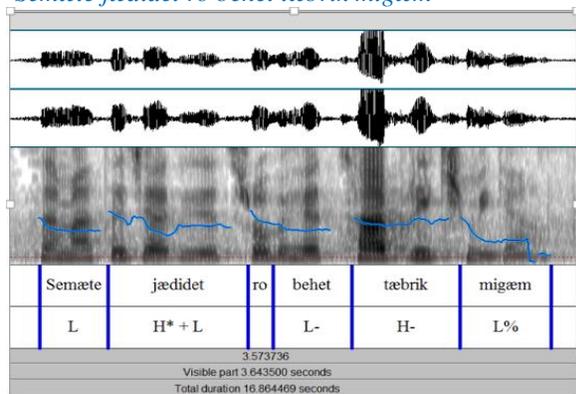
According to the analysis, in English the noun "present" has the highest accent not the adjective "nice" but in Persian the adjective "zibatun" has a secondary high accent (H) and the intensifier has the highest pitch to make a thanking SA.

*Figure 7.The intonation contour of the sentence 'Congratulation for your new position'.*
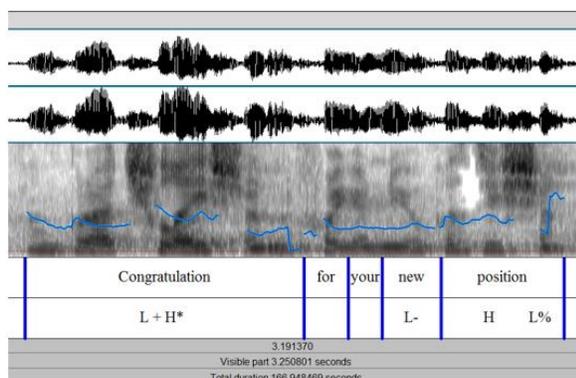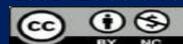
| Pitch | | |
|---|---|---|
| Accent | L+H* | H |
| Word | Congratulation | position |
| Duration | 1.28 | 0.70 |
| Pitch Mean | 223.67 | 196.19 |
| Pitch Min | 143.65 | 97.56 |
| Pitch Max | 318.09 | 264.72 |

*Figure 8.The intonation contour of the utterance 'Semæte jædidet ro behet tæbrik migæm'*
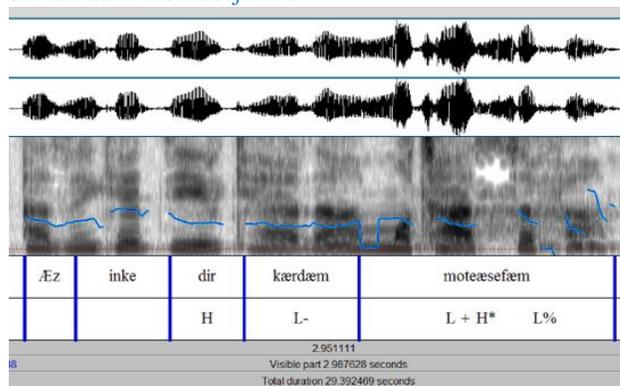


| Pitch | | | |
|---|---|---|---|
| Accent | L | H*+L | H |
| Word | Semæte | jædidet | tæbrik |
| Duration | 0.32 | 0.63 | 0.49 |
| Pitch Mean | 202.28 | 218.19 | 227.66 |
| Pitch Min | 195.41 | 178.55 | 204.14 |
| Pitch Max | 243.51 | 269.91 | 246.61 |

The figure (7) shows that in this utterance, there's a high accent on the third syllable of the word, "congratulation" (L+H*) after a low pitch. Then the pitch falls and continues till it reaches on the last word "position" with a rise in tone (H).

In contrast, the Persian equivalent in figure (8), indicates that the pitch starts low and has a rise on the first syllable of the word "jædidet" after a valley. Then the falling pitch

continues till the word "tæbrik" as the second word with rising tone but not the peak.

In English, the noun carries a bitonal pitch accent with a rise on the last word which is not prominent, but in Persian the first noun has a low pitch and this is the adjective which is the carrier of a bitonal pitch "present" with arise on the first part of the compound verb to indicate the act of congratulating.

*Figure 9.The pitch accents of the utterance 'Sorry for being late'.*



| Pitch | | |
|---|---|---|
| Accent | H* | H |
| Word | Sorry | late |
| Duration | 0.35 | 0.25 |
| Pitch Mean | 179.28 | 183.21 |
| Pitch Min | 75.27 | 160.63 |
| Pitch Max | 229.61 | 206.04 |

*Figure 10.The pitch accents of the utterance 'Ǣz inke dir kærdæm moteæsefæm'.*



| Pitch | | |
|---|---|---|
| Accent | H | L+H* |
| Word | dir | moteæsefæm |
| Duration | 0.29 | 1.2 |
| Pitch Mean | 195.33 | 165.47 |
| Pitch Min | 185.28 | 78.42 |
| Pitch Max | 224.02 | 310.65 |

As the figure (9) shows, the pitch of this utterance introduced with a high accented syllable "Sorry" (H*) and falls to a low level till it reaches to another high accented word "late" which has a lower FO than first nuclear accent.

The figure (10) represent the Persian equivalent in which pitch begins low and reaches its highest point at the nuclear syllable of the word "moteæsefæm."

In both languages the verb is high accented. In English it is monotonal (H*) but in Persian it is bitonal and the adverb of time has a high pitch accent to a lower point than the verb to represent an expression of regret.

The collected data were analyzed through descriptive and referential statistics to study the degree of correlation between the pitch range and the emotions in both languages. The data statistical analysis of the present study presented below:

*Table 1: Descriptive Statistics of Attitudinal Expressions in the Persian Version of the MCQ*

| MCQ Version | Number | Mean | SD |
|---|---|---|---|
| Persian | 40 | 6.60 | 1.27 |

According to table 1, the mean and the standard deviation were calculated: 6.60 and 1.27.

*Table 2: Descriptive Statistics of Attitudinal Expressions in the English Version of the MCQ*

| MCQ Version | Number | Mean | SD |
|---|---|---|---|
| English | 40 | 4.97 | 1.12 |

In table 2, the mean and standard deviation were reported: 4.97 and 1.12. For comparing the means of the performance of the subjects on the two versions, the paired-sample t-test was employed.

*Table 3: The Results of Paired-Sample T-Test*

| T-Test | Variable | MCQ Version | Mean Differenc | SD | t-Value | df | Sig |
|---|---|---|---|---|---|---|---|
| Paired-Sample | Expressive SA | English | 1.62 | 1.83 | 5.60 | 39 | 0.001 |
| | | Persian | | | | | |

As it is observed in the table3, the results of the paired-sample t-test shows that there is a significant difference between the mean of

the performance of the participants in the two versions at $p \leq 0.001$ obtained1.62 and the observed t-value is 5.60.Therefore, it can be concluded that the performance of the subjects on the Persian version of the MCQ was significantly better. Therefore, the first one directional hypothesis expected a significant difference between the performance of the Iranian learners of English on the two versions at $p \leq 0.001$ was supported.

*Table 4: The Results of Chi-Square Test for Attitudinal Expressions in the Persian Version of the MCQ*

| Test | t-Value | df | Sig |
|---|---|---|---|
| Chi-Square | 24.75 | 6 | 0.001 |

Critical Value: 12.59 ($p < 0.05$)

According to table 4, the results indicated that there is a significant difference between the direct and indirect strategies of English and Persian expressive SAs. So the guessing factor cannot be considered. The observed value (24.75) was higher than the critical value (12.59).Therefore, the second hypothesis relating to a significant difference between the direct and indirect strategies of the both languages at $p \leq 0.001$ was verified.

*Table 5: The Results of Chi-Square Test for Attitudinal Expressions in the English Version of the MCQ*

| Test | t-Value | df | Sig |
|---|---|---|---|
| Chi-Square | 9.52 | 4 | 0.05 |

Critical Value: 9.49 ($p < 0.05$)

The table 5 represents the statistics which shows a significant difference between the responses of the learners on the two-option MCQ in the English version. It seems that the leaners did not recognize the expressive SA well. Therefore, the second hypothesis at $p \leq 0.05$ was supported, since the observed t-value (9.52) was higher than the critical value (9.49).

The results reveal that stimuli whose final boundary tone had been modified by increasing the pitch were evaluated as less polite than the ones whose final boundary tone had been decreased in pitch.FO contours

have varying degrees of sentence-final rising and falling pitch movements. The findings indicate that changes in pitch range at the end of the utterance can interfere with the degree of politeness.

## 6. Conclusion

The study of speech perception address the way in which the listener analyzes the acoustic patterns and how this information is interpreted by auditory system to recognize the message intended by the speaker. Classroom interaction is of a particular nature and a range of functions including formal instruction, whole class and task management and development of group cohesion. In designing speaking activities or instructional materials for second or foreign language teaching it is necessary to recognize the every different functions of speaking performs in daily conversation. Brown and Yule (1983) suggested that speech activities are quite distinct in terms of form and function and require different teaching approaches. 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. Language use data is analyzed to describe the phonological, syntactic, and semantic systems of those learners, to consider how they might differ from target language norms.

EFL learners are often at a loss for words when they find themselves in a situation that requires talk for interaction and have difficulty presenting a good image of themselves and sometimes avoid situations which call for this kind of talk. In an input-poor EFL context, problems are arisen from EFL learning. Teachers, who put too much emphasis on vocabulary, and sentence structure, should be responsible for their learners' oral inability. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. They should alter their attention to the practice of speaking in natural conversation. Furthermore, it is very important for EFL learners to have sufficient social skills, involving an explicit teaching of appropriate communication and resolution skills to remove inhibitions about speaking English so that they can collaborate effectively.

## Implications of the Study

Four specific areas in which technology can be integrated into intonation instruction and research can be suggested: (1) providing learners with visualizations of their intonational patterns to improve their speech production. (2) providing learners with authentic speech input to represent diversity of speech sounds within a language.(3) Using computers for research purposes by recording students' performance, progress, and steps towards self-correction.

The materials on intonation can be organized into two sections. The first section represent patterns of intonation associated with grammatical meaning, and the second section presents intonation for information focus and contrast.

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