Chapter 4
SUPRASEGMENTAL FEATURES
Chapter 4  Suprasegmental Features

4.0 Overview

This chapter deals with the suprasegmental features present in the speech of twenty speakers. The features word accent, intonation and any other features such as syllabic consonants, vocalic endings of the word final consonants, gemination etc are included in this chapter. Under intonation, tonality, tonicity and tone were studied. Tempo of the speech was studied based on the second section of the text i.e., passage for reading. Realization of the weak forms is also included in this chapter.

4.1 Analysis – Word Accent

Word accent of the speakers was studied based on the words (nos. 42, 43 and 46-50) in the Word List, which had the test item (see Table No. 2 for more details). Some polysyllabic words from the passage for reading were also taken to study the word accent. Because they were common to all speakers, the words from the passage were considered. A close look at the Table No.7 below reveals the speakers' use of word accent in the word list and the passage.
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Table No. 7 Deviations from R.P. - Word Accent

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* MP - Majority Pattern

* Sl. No. 1-2 polysyllabic words in the Word List
* Sl. No. 3-8 words with word stress as the Test item in the Word List
* Sl. No. 9-13 polysyllabic words in Passage for Reading
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The first column of the table indicates polysyllabic words, which were tested for word accent. The first two words were from the Word List. But they did not have word accent as the test item. The next six words were from the Word List that had word accent as the test item. The numbers 1-20 on the first row indicate the speakers. The last column of the table indicates the majority pattern for each word. The numbers in the next rows indicate the stressed syllable as realized by the speakers. For example, speaker No. 1 had accent on the second syllable for the word ‘ago’. The last cell of the second row indicates $\frac{1}{2}$. This means that 50% of the speakers rendered word accent on the first syllable and the other 50% of the speakers rendered the word ‘ago’ with the primary accent on the second syllable.

- 80% of the speakers the word ‘village’ with the right accent on the first syllable.
- ‘Engineer’ was realized with the accent on the first syllable by 95% of the speakers. Only one speaker from EMBS rendered the word correctly with the accent on the last syllable.
- The word ‘technology’ was accented on the first syllable by 70% of the speakers. It is interesting to note that all the speakers were students of engineering and technology. It is surprising to note that the same words *technology*, *examination* were listed in the prescribed textbook of English under the section word stress.
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> The polysyllabic word with \(-tion\) as the suffix i.e., 'examination' was also not rightly accented on the fourth syllable by 80% of the speakers. 45% of the speakers rendered the word with the primary accent on the second syllable. Responses to this word differed as the accent being on either the first syllable or the second syllable.

If the prescribed textbook of English (A Textbook of English for Engineers and Technologists: A Skills Approach) was looked at carefully, there was an exercise on word formation and stress syllable in the very first unit. The exercise was expected to familiarize the students with the formation of nouns by adding \(-ion\) to the verbs. Later on, the students were asked to practise the words with correct stress. Responses to this word with \(-tion\) throw light on speakers' unfamiliarity with the right word accent.

> The word 'artificial' was realized correctly by 40% of the speakers. Majority pattern for this word was accent on the first syllable.

> Polysyllabic words with \(-ity\) and \(-ic\) such as 'university' and 'electric' were accented on the first syllable by 95% and 85% of the speakers respectively.

> 95% of the speakers had accent on the first syllable for the words in passage 'development' and 'computer, -s'. Only one speaker rendered the word 'computers' rightly with the stress on the second syllable.

> Word accent was on the second syllable for 'example' by 55% of the speakers. 20% of the speakers did not accent the word at all whereas 25% of the speakers had accented on the first syllable.
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- The first syllable was accented for 'erected' by 80% of the speakers. Only S2 accented it on the second syllable.

- All the speakers accented the verbs 'control', 'controlling' on the first syllable. There was an exercise in the prescribed textbook of English on the pronunciation and usage of some words like 'object, perfect, subject' etc. The students were asked to read the sentences aloud and they were asked to notice the difference in stress of words when used as noun and as verb. ('A Textbook of English for Engineers and Technologists: a skills approach': Page No. 141-142). But the responses to these words reveal that the exercises had no impact on their pronunciation.

- Word accent for three words out of thirteen i.e., 'ago, village and example' had conformity to R.P. pattern. Among these only one word i.e., 'village' was rendered correctly by 80% of the speakers. 'ago' and 'example' were realized correctly by 50% and 55% of the speakers respectively.

Responses to the word accent throw light on many factors like the textbook, the kind of education acquired etc. One probable reason could be that the speakers did not acquire the feature 'word accent' although it was prescribed for them in the textbook. The other possible situation could be that the speakers did not realize the importance of word accent. This was revealed in the informal discussion during data collection from the students.
Responses to word accent clearly indicate many speakers' state of unawareness of this feature.

4.2 Tempo

Tempo of the speech was studied based on reading the passage. Free speech was not considered for the study of tempo because the length of the text varied from one speaker to the other.

For the study of tempo, duration of time taken by each speaker for reading the passage was calculated. The actual number of words and syllables were calculated in the given passage. 77 words and 116 syllables were present in the passage. The number of words and the number of syllables were divided by the duration (in seconds) to derive at the number of words and syllables per second by each speaker. Thus the tempo was analysed. Table No.8 below indicates tempo of the speakers.
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**Tempo of the speakers**

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Table No.8

* A glance at the table indicates that S5 was the fastest speaker who read out the passage in 23 seconds. He rendered the passage with a pace of 3.34 words per second and 5.04 syllables per syllables per second.

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1 Actual number of words in the passage = 77

2 Actual number of syllables in the passage = 116
S 18 took 42 seconds to read the same passage. He was the slowest speaker among all the speakers. He rendered the passage at a speed of 1.85 words/sec and 2.80 syllables per second.

S18’s slow pace of reading could be because of too many unusual tone group boundaries or pauses while reading the passage (see Appendix I for more details).

Another reason for longer duration of time to read the passage could be not using weak forms or contracted forms of certain words by S18.

Except five speakers the rest of the speakers took 25-30 seconds to read the passage ranging from 3.16 words and 2.56 words per second.

S14 took 40 seconds to complete reading leading to a slow speech.

S12 took 41 seconds to read the passage. He is also a slow speaker.

The three slow readers S18, S12 and S14 were from TMBS.

S7 among EMBS took 36 seconds to read the passage. He was the slowest among EMBS speakers.

S4 took 24 seconds to complete reading the passage.

It is interesting to note that S10 took 29 seconds to read the passage. But the total number of words and syllables in his reading varied drastically. There were 90 words and 133 syllables in his passage. This was because of his repetition of 13 words in the 2nd sentence of the passage.
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> Eighty-six words leading to 124 syllables were realized in the speech of S7 instead of the actual seventy-seven words.

> Many deviations were found with the total number of syllables. It ranged from 133-114 syllables /second.

> It is interesting to note that nine speakers rendered 77 words in the passage. There were instances of using one word for the other. (e.g. owing for owning).

4.2.1 Weak forms

Use of weak forms seemed to be erratic. In some speakers' cases, instances of using weak forms were found. When weak forms were not used, rhythm was hindered. Except S3, none of the speakers used weak forms. Some of the structural words like prepositions, auxiliary verbs; articles were accented in many speakers.

4.3 Intonation

This section deals with tonality, tonicity and tone of the speakers as realized in their reading of the passage and free speech. Unusual tone group boundaries are discussed under tonality. Various factors like false starts, corrections, speakers' own consciousness leading to deviations in tonality are discussed. Words with tonic accent being on the structural words where the context did not demand are discussed as deviations in tonicity. Study of tone in various tone groups of the sentences was done based on their reading of the passage and free speech. More detailed
information was provided in the Appendix I, which deals with the case sheets and phonetic transcription of speech samples.

4.3.1 Intonation of the passage

The passage for reading consists of four sentences with seventy-seven words (see Choice of the Text in Chapter 2 –Procedure). Tonality, tonicity and tone in reading the passage can be looked in detail.

4.3.1.1 Tonality

The deviations from standard tonality are given below:

1. //The possible development of computers in the future might be on these lines. // S10, S16 (conforming to R.P. pattern)
2. //The possible development of computers in the future/ might be on these lines. // S1, S2, S4, S7, S12, S13, S17
3. //The possible development of computers/ in the future might be on these lines. // S8, S11
4. //The possible development of computers/ in the future might be/ on these lines. // S15, S19
5. //The possible development of computers /in the future /might be on these lines. // S5
6. //The possible development /of computers in the future/ might be on these lines. // S3
7. //The possible development of computers/is in/ the future/ might be/ on these lines. // S6
8. //The possible development of computers /in the future/ might be/ on these lines. // S9
9. //The possible development of computers in the future/ might be on these/ lines. // S14
10. //The possible development of computers in the future might be on these lines. //
   S18

11. //The possible development of computers in the future might be on these lines. //
   S20

1. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S2, S6, S11, S13 (conforming to R.P. pattern)

2. //The time may come when owning a computer will be as common as /owning a wristwatch. //
   S3, S5

3. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S4, S9

4. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S10, S16

5. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S1

6. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S7

7. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S8

8. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S12

9. //The time may come when owning a computer will be as common as owning a wristwatch. //
   S14

10. //The time may come when owning a computer will be as common as owning a wristwatch. //
    S15

11. //The time may come when owning a computer will be as common as owning a wristwatch. //
    S17

12. //The time may come when owning a computer will be as common as owning a wristwatch. //
    S18

13. //The time may come when owning a computer will be as common as owning a wristwatch. //
    S19
It is interesting to note that the speakers said the first two sentences in the passage with nine and thirteen deviant forms respectively. Different speakers realized the same sentences differently.

1. //In future /houses may be erected with built-in computers/ controlling everything from paying bills to opening doors /and regulating the entry of people. // S1, S5, S15 (conforming to R.P. Pattern)
2. //In future /houses may be erected with built-in computers /controlling everything /from paying bills to opening doors and /regulating the entry of people. // S7, S13
3. //In future /houses may be erected /with/ built-in computers/ controlling everything/ from paying bills to opening doors /and regulating the/ entry of people. // S8, S17
4. //In future /houses may be erected with built-in computers controlling everything from/ paying bills to opening doors/ and regulating the entry of people. // S2
5. //In future /houses may be erected/ with built-in computers/ controlling everything/ from paying bills to opening doors /and regulating the entry of people. // S3
6. //In future /houses may be erected with built-in computers/ controlling everything from paying bills/ to opening doors/ and regulating the entry of people. // S4
7. //In future /houses may be erected with/ built-in computers controlling/ everything from paying bills to opening doors /and regulating the entry/of people. // S6
8. //In future /houses may be/ erected with built-in computers/ controlling everything/ from paying bills to opening doors/ and regulating the entry /of people. // S9
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9. //In future /houses may be erected /with built-in computers controlling everything/ from paying bills to opening doors /and regulating the entry of people. // S10

10. //In future /houses may be erected with/ built-in /computers/ controlling everything from paying bills to opening doors/ and regulating the entry of people. // S11

11. //In future /houses may be erected with built-in computers /controlling everything from paying bills to opening doors and /regulating/ the entry of people. // S12

12. //In future /houses/ may be erected/ with built-in computers /controlling everything/ from paying bills /to opening doors and/ regulating the entry of people. // S14

13. //In future /houses may be erected with built-in computers controlling everything from paying bills to opening doors and/ regulating the entry of people. // S16

14. //In future/houses may be erected/with/built-in computers/ controlling everything/ from paying bills/ to opening doors and/ regulating the/ entry of people. // S18

15. //In future /houses may be erected with/ built-in computers/controlling everything /from paying bills to开口/opening doors/ and regulating the/ enter of the people. // S19

16. //In future /houses may be/ erected with /built-in computers/v controlling everything from/ paying bills to/opening doors/and regulating the entry of people. // S20

- All the speakers read out the sentence above with a tone group boundary after the phrase 'In future'. Punctuation could have guided them to use a tone group boundary after the introductory prepositional phrase of the sentence.
• A tone group boundary was noticed within the phrase. The phrases varied from speaker to speaker as noun phrase, verb phrase or a prepositional phrase. They were S2, S6, S7, S8, S9, S11, S12, S14, S16, S18, S19 and S20.

• A tone group boundary was noticed after the conjunction 'and' as in 'and /regulating the entry of people' in the speech of S7, S12, S13, S14 and S18.

1. //For example, / they may control all lights in the house/ by switching them on and off /as people enter /or get out of the rooms. //
   S3, S5, S10, S11

2. //For example, / they may control all lights in the house/ by switching them on/ and off/ as people enter/ or get out of the rooms. //
   S1, S4, S17

3. //For example,/ they may control all lights in the house/by switching them on and off/ as people enter or get out of the rooms. //
   S2, S16

4. //For example, / they may control/ all lights in the house/ by switching them on and off /as people enter /or /get out of the rooms. //
   S20, S9

5. //For example, / they may control all lights in the house/ by switching them on and off /as people/ enter or get out of the rooms. //
   S19

6. //For example, / they may /control all lights in the house/ by switching /them on/ and off/ as people enter/ or get out of the/ rooms. //
   S18

7. //For example, / they may control all lights/ in the house/ by switching them on and off/ as people enter /or get out of the houses/rooms. //
   S15

8. //For example, / they my/the may/ control all lights in the house/ by switching them /on and off as people /enter to get/ get out / of the rooms. //
   S14
9. //For example, / they may control all lights in the house/ by
switching them/ on and off/ as people enter/ or get out of the
rooms. // S13

10. //For example, / they may control all lights/ in the house/ by
switching them on and off/ as people enter or get out/ of the / of the
rooms. // S12

11. //For example, they may control all lights/ in the house by
switching/ them on and off/ as people enter/ or get out of the
rooms. // S8

12. //For example, / they may control all lights in the ho/ in the house/
by /switching them/ on and off/ as people enter/ or get/or get out of
the rooms. // S7

13. //For example, / they may control/ all lights/ in the house by
switching them on and off/ as people enter or/ get out of the
rooms. // S6

Tonality in the above sentences seemed to be erratic. The speakers
seemed to have used tone group boundaries randomly in a sentence.
Different speakers realized the same sentences differently.

4.3.1.2 Tonicity

- Almost all the speakers accented content words except for an
instance of one word in the speech of S13.

- It is surprising to note that the speakers did not have tonic accent on
the last content word in the tone group, which is the standard
pattern.

- It was found that the tonic accent was not necessarily laid on the last
content word of the tone group.
Instance of accenting structural words was found in almost all the speakers with the exception of S3.

The word 'for' in /For example,/ received tonic accent in the speech of S1 and S2.

In a general reading, the last content word in the tone group receives tonic accent. On the contrary, the last content word in a tone group did not receive tonic accent in many tone groups of the passage by all the speakers.

Structural words received tonic accent in the speech of S1, S2, S4, S5, S6, S7, S8, S9, S12, S13, S14, S15, S16, S18, S19 and S20. Tonic accent was received on words like 'for; for; 'on' in 'on these lines'; as, on; as; with; on and of; them; of; on; as; of; be, when, with, of (S18); when, will (S20) by the speakers mentioned above.

Many speakers did not use weak forms for the structural words.

### 4.3.1.3 Tone

Speaker No. S1, S2, S5, S6, S11, S12, S16, S17 conformed to R.P. intonation pattern while reading the passage. Falling tone was used in the last tone group of all the sentences. Rising tone was used in the rest of the passage.

All the speakers used a falling tone rightly in the last tone groups of the sentences in the passage.
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- Ten speakers out of twenty did not conform to R.P. pattern with regard to the third sentence in the passage i.e., *In future, houses may be erected with built-in computers controlling everything from paying bills to opening doors and regulating the entry of people.* They were S4, S7, S10, S13, S14, S15, S18, S19 and S20 who used falling tone for a rising tone on 'paying', 'doors' etc.

- Six speakers deviated from R.P. intonation by using a falling tone for rising tone on words like 'all' in the last sentence of the passage i.e., *For example, they may control all lights in the house by switching them on and off as people enter or get out of the rooms.*. They were S4, S10, S13, S14, S15 and S20.

- S13, S14 deviated from R.P. intonation for the second sentence of the passage i.e., *The time may come when owning a computer will be as common as owning a wristwatch.*

- S8, S13, S14 and S15 diverged from R.P. pattern while reading the first sentence of the passage i.e., *The possible development of computers in the future might be on these lines.*

4.3.2 Intonation of Free Speech

Having looked at the tonality, tonicity and tone in the passage for reading, it is interesting to study them in free speech.
4.3.2.1 Tonality

Unusual tone group boundaries were found more in the free speech. Various conditions like false starts, corrections and speakers' own consciousness while speaking about their future plans, lack of clarity about future plans were responsible for more deviations in free speech. Some of these situations led to ungrammaticality in their free speech. If the free speech was observed carefully, it reflects the speakers' background like medium of instruction, mother tongue influence, and fossilization of speech habits in the spoken English and sometimes the exact translation of Telugu sentences into English. The free speech also reveals speakers' attitudes towards different branches of engineering and motivational factors. Motivated speakers could speak more fluently and confidently, for example: S1, S3, S4, S5 etc.

➢ Tone group boundaries within the phrase

- All the speakers had unusual tone group boundaries within the phrase. The phrases varied from speaker to speaker as noun phrase/verb phrase. Some of the speakers had a tone group boundary even within the clause or after the clause definer.
- S1, S2, S7, S8, S9, S11, S12, S13, S14, S18 and S20 had a tone group boundary within the verb phrase. Some of them had a tone group boundary between the auxiliary verb and the main verb. For example,
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1. "I am/studying B.../studying B.Tech first year..."  (S8)
2. "That's why I have/taken mechanical stream."

- Unusual tone group boundaries were due to corrections, false starts or repetition of words in the speech of S1, S5, S7, S8, S11, S12, S13, S15, S16, S19 and S20. For example,
  1. "...which is a/a research filed mostly//  (S5)
- Tone group boundary was noticed within the noun phrase in the speech of fourteen speakers. They were S3, S4, S5, S7, S10, S11, S12, S13, S14, S15, S16, S17, S19 and S20. For example,
  1. "I completed my/B.Tech first year in/biotechnology/at TKR Institute of Engineering and Technology."  (S10)
- Prepositional phrase was divided into two tone groups. This was realized in the free speech of S1, S2, S3, S5, S6, S8, S9, S11, S13, S14, S15, S16, S18, S19 and S20.
  1. "Then I would like to do my /M.S. / in/ fields like genetics and molecular modeling. / /  (S3)
- A clause was divided into two tone groups. The beginning of a clause i.e., the clause definers like 'when' in 'when owning a computer will be as common as owning a wrist watch' was realized as part of the previous tone group.

For example,  
S6: '...and /try ...'; '...and /settle...
S9: '....and / try....'; '...and /it....'
S5: '....which /will....'
S17: '...and/some general magazines.'
Random tonality was noticed in the speech of almost all the speakers. Their tonality did not conform to any grammatical pattern. They made tone group boundaries erratically.

False starts, corrections and repetitions were more in the speech of TMBS speakers leading to ungrammaticality. For ex: S11, S12, S13, S15, S16, S17, S18, S19 and S20. Almost all of them had these features.

1. "If the /if I get a good score..." (S16)

2. "I am /I will/ searching for a job." (S16)

3. "I want to become a graphic/um.../do graphics/in a...films or/on system which look like beautiful/a.../for entertaining people/a...to look good for the people//" (S19)

### 4.3.2.2 Tonicity

Except speaker No. 3, all the other speakers had deviations with regard to tonicity in the free speech. Speakers have accented some of the structural words like auxiliary verbs, prepositions, pronominal/pronouns, conjunctions, beginning of the clause, articles etc. in the free speech. Some of the speakers had even nuclear accent on these words. (See Appendix I for the actual utterances of individual speakers.)

- S1, S2, S6, S8, S9, S11, S12, S13, S14, S15, S16, S18, S19 and S20 had accent on the helping verbs. For example,
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1. “Multimedia can reach the common people very easily.” (S1)
2. “That’s why I have taken mechanical stream.” (S13)
3. “I have taken electrical branch.” (S14)

- Words at the beginning of the clause like ‘which’, ‘when’ etc. as in
1. ‘...higher studies, which will be in developed countries.’ (S5);
2. ‘job which is suitable for my studies’ (S12)
3. ‘....system which look like beautiful’ (S19) were accented.

- Prepositions were accented in the speech of S1, S2, S4, S5, S6, S7, S8, S9, S11, S12, S14, S15, S18, S19 and S20. Some of the speakers had tone group boundaries within the prepositional phrase. In this case, the speakers realized accent on the preposition generally. (See Appendix I – Free speech for more details). For e.g.

1. //I want to do M.Tech in/ genetics. // (S6)
2. //...from land to/ the pilot. // (S15)
3. //...or else I want to/....// (S18)

- Conjunctions like ‘and’ were accented in the free speech of S2, S11, S15. For e.g., ‘I want to study in detail about graphics and all.’ (S2)

- Pronouns were accented in the free speech of S1, S2, S4, S5, S7, S8, S9, S10, S11, S12, S14, S15, S17, S19 and S20. For example,

1. “It takes me to an ecstasy.” (S1)
2. “I want to study in detail about graphics and all.” (S2)
3. “...get a good percentage in my course.”
4. “...as well as my time there.” (S4)
5. “...people like me..
4.3.2.3 Tone

This section deals with the intonation used by the speakers in their free speech. Deviations from R.P. pattern will be discussed here. More details were mentioned in the Appendix I. Various factors like false starts, correction and speakers’ lack of clarity about future plans etc. resulted in wrong intonation. Some of the speakers used ‘and’ and other gap fillers sometimes as clichés. This resulted in a rising tone at the end of a sentence in some of the speakers. Speakers’ lack of clarity regarding the end of an utterance resulted in a falling tone where it was not required. Some of the speakers kept on using a rising tone till the very end.

Instances of the use of level tone for a falling tone were found in the speech of some speakers like S4. For example, ‘...as well as my time there.’

• Incorrect intonation

a. Use of rising tone for a falling tone

Except S13, S16, S17 and S10, all the speakers used rising tone for a falling tone in the free speech. Reasons for these deviations in tone seemed to vary from speaker to speaker. Some of their utterances in free speech are
given below. Only the tonic word is marked here for its relevance. For phonetic transcription and other details, Appendix I can be looked at.

- S1 used 'and' as a cliché in free speech to indicate continuation of free speech. This resulted in the use of rising tones in the last tone group of many sentences.
- S5 used gap fillers like "a..a..Um..". These resulted in rising tone indicating incompleteness of meaning.
- S11, S12, S19 and S20 used rising tones almost throughout their free speech indicating incompleteness of their free speech. S20 used a rising tone even in the last tone group of the last sentence in his free speech.

// I want to do M.Tech in //genetics//

- Correction led to use of a rising tone in the last tone group of sentence instead of a falling tone.

"I want to make /my own graphics." (S2)

"....in Sri Nidhi College of Engineering and /Technology." (S3)

"...and also I like to see many movies and I know that Australia has many movie theme parks/and there.../" (S4)

// So I/ took this /course.// (S7)

"Because/ I have good business /background." (S8)

"It has a bright /future/ And /...." (S9)

// I will participate in /dance programmes.// (S14)

// I am a football player in /school level.// (S15)
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As the speech samples above indicate, correction have resulted in a rising tone for a falling tone.

a. **Falling tone instead of a rising tone**

S3, S6, S9, S10, S13, S14, S15, S16, S18 used a falling tone instead of a rising tone.

"After \textit{completing} my M.S. I would like to do Ph.D." \quad (S3)

"...and after that PG in \textit{America} that's it." \quad (S5)

"I'll do some small \textit{business} and settle down in the same profession." \quad (S6)

"...so I \textit{have} chosen today/CSE." \quad (S9)

"...B.Tech \textit{first} year/\textit{in biotechnology} //" \quad (S10)

"...after \textit{completing} this/four year degree/\textit{course} /of/\textit{biotechnology} //" \quad (S10)

"or I'll \textit{stop with} that/ B.Tech.//" \quad (S13)

"There are having \textit{several} opportunities in future." \quad (S14)

"I have won some prizes in/\textit{school level}/through/\textit{football game}." \quad (S15)

"I want to be selected in campus \textit{interviews} for getting a job." \quad (S17)

// If \textit{information technology is improved}/...// \quad (S19)

Speakers' lack of clarity regarding where to stop the sentence, sometimes after thoughts and providing additional information etc.
caused in a falling tone where a rising tone had to be used.

Intonation seems to be an area where the deviations are conspicuous.

4.4 Any Other Features

In this section, realization of the syllabic consonants, gemination, vocalic ending of the word final consonants and reading errors were discussed.

4.4.1 Syllabic Consonants

Realization of syllabic consonants was studied in some words like 'possible', 'example' and 'people' etc. which were part of the passage for reading. None of the speakers had syllabic consonants in their speech. They rendered the words 'possible' as /pɔzibul/ or as /pɔsibul/; 'example' /egzəmpl/ or /egzə:mpul/; 'people' as /pi:pul/. Responses to this feature indicate speakers' unawareness.

4.4.2 Gemination

Instances of gemination were found in the speech of eight speakers. They were S2, S5, S6, S8, S11, S15, S17 and S20. There were five instances of gemination in the speech of Speaker No. 20.

S2 used gemination in words like 'dresses' (2), and 'whenever'. The reason could be the influence of transliteration for the word 'dresses'. The speaker geminated /n/ in 'whenever'. This could be for the purpose of emphasis.
S5 and S6 geminated /m/ in ‘M.S.’.

S8 and S15 geminated /n/ in the word ‘in’. S15 could have geminated before the tone group boundary as in

// I have won some prizes in /school level...//

S11 and S17 geminated /l/ in ‘especially’ and /m/ in ‘immediately’ respectively. Spelling could have been the reason for gemination.

S20 geminated /l/, /p/, /l/ and /t/ in words ‘full’, ‘zip’, ‘basically’ and ‘getting’ respectively. This could be because of the fossilization of speech habits and being misguided by the spelling while pronouncing the words.

4.4.3 Vocalic endings of the word final consonants

Eight speakers realized Word final consonants with a vocalic ending. They were S8, S11, S14, S15, S16, S18, S19 and S20 (see Appendix 1 – case sheets for the actual words).

It is interesting to note that except S8, all the others were from TMBS. The responses throw light on the speakers’ medium of instruction and interference of mother tongue in their spoken English. Most of the Telugu words end in a vowel sound.

Among all the speakers, S20 had a maximum number of words (18 words) with vocalic ending of the word final consonants. This reveals fossilization of speech habits in the English spoken by S20.
4.4.4 Reading Errors

Reading errors in the word list and passage were also noticed and these were mentioned in the case sheets (see Appendix I – VI Any Other Features – Reading Errors in the case sheets for more details).

- Fourteen speakers out of twenty had reading errors in the sections I, II of the text. They were S1, S5, S6, S7, S8, S9, S10; S11, S13, S14, S16, S17, S18, S19.
- Out of these, S1, S7, S10 had rendered the words in the word list incorrectly and S1 and S7 corrected themselves later. S10 did not correct himself later.
- S5, S6, S7, S8, S9; S11, S13, S14, S16, S17, S18, S19 had errors while reading the passage.
- S6, S18 realized 'people' as 'peoples' while reading '....as people enter or get out of the rooms.'
- S8, S13 rendered the word 'owning' as 'owing' in '...owning a computer will be as common as....'
- Different words in the last phrase of the passage '... as people enter or get out of the rooms' were realized incorrectly by S6, S9, S16 and S19. They rendered the phrase as 'that rooms'; 'these rooms'; 'from the room'; 'people entry' respectively.

*Errors in the free speech were not discussed as they were discussed in the intonation and ungrammaticality in the case sheets.*
S6 and S9 rendered the phrase "will be as common as...incorrectly as 'become common as' and 'be a common as' respectively.

The words 'on these' in the first sentence of the passage were read out as 'of this lines' by S7. The speaker had six reading errors while reading the passage.

S16 read out the word 'opening' as 'operating' in the third sentence of the passage.

'Be' as in ‘...may be erected...' of the third sentence was missing in the reading of S11.

He also rendered the word 'switching' as 'sitching' deleting the letter 'w'.

The word 'people' in the last sentence was realized as 'possible' by S8.