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**A PRELIMINARY INVESTIGATION OF THE PRODUCTION OF ENGLISH STRESS AND  
INTONATION  
BY MACEDONIAN LEARNERS**

The title of this paper is *A Preliminary Investigation of the Production of English Stress and Intonation by Macedonian Learners of English*, and it represents a research on the first exploratory step of a longer three-step program undertaken by Vesna Prodanovska and Dr. John Enrico and is simply aimed at comparing the rhythms and intonations used by pairs of Macedonian L1s and pairs of English L1s in reading short dialogues constructed to check ability in stress timing and several basic sentence types.

The authors firstly represents the significance of Prosodic deviance emphasizing that is important for teachers to be aware of students' problems with English rhythm and intonation and to be able to correct them. We report here on the discovery of such problems in the English of Macedonian university students, and we recommend both further research on how best to address them in the Macedonian context and the training of Macedonian teachers of English at all levels of the education system to deal with them.

As for teaching intonation the authors claim that first, as emphasized by Pierrehumbert (1980), instrumental methods are absolutely necessary for getting a handle on intonation. Accuracy in aurally reporting intonational form is far lower than accuracy in reporting lexico-grammatical form. Second, it has become clear over the last fifty years that the main function of intonation is neither grammatical (i.e., indicating sentence mood and phrasal

composition) nor attitudinal/emotional, but rather interactional/discursive (i.e. pragmatic). An important though now outdated achievement here was the brilliant little book by Brazil, Coulthard and Johns (1980) which initiated the interactional/discursive analysis of intonational meaning. It is not naively obvious how interaction and discourse are accomplished, and therefore such meaning results in low accuracy of its naïve reporting. Third, since Sweet (1906), the teaching of English intonation has traditionally focused on purported grammatical and attitudinal/emotional meanings even though minimal pairs show that the grammatical approach is wrong (for example, statements can be uttered with rising contours and yes/no questions with non-rising ones), and the attitudinal/emotional approach soon founders on the lack of criteria for distinguishing and classifying attitudes and emotions.

Next, regarding the experimental part of the research there are two beginning English learner pairs and two intermediate pairs. Each pair of speakers is recorded and their utterances are analyzed for rhythm and intonation using Praat. Steps two and three later involved analyzing Macedonian intonation and assessing its role in interference and then training learners using instrumental feedback, respectively.

This dialogue was constructed to reveal whether subjects had control of focus in yes/no questions (Pierrehumbert, 1980), extra prominence at the initiation of a new topic (Schegloff, 1979; Lehiste, 1979; Brazil, Coulthard and Johns, 1980; Nakajima and Allen, 1992, etc.), lack of prominence on repeated material (Hirschberg and Pierrehumbert, 1986; Nakajima and Allen, 1992), common question contours (Pierrehumbert, 1980), extra drop in prominence at the end of a paragraph (Lehiste, 1979), and specific tunes on *no*, *bye*, *sorry*, *of course*, and *no thanks*. Also, we hoped to gather information on control of English stress/rhythm, keeping in mind that this forms the foundation for intonation. Macedonian subjects were selected for average proficiency in order to produce results that have at least prima facie statistical validity, even though we had no intention of doing a statistically valid study at this point in the research. Afterwards, the authors explain the function of Praat.

Pitch or fundamental frequency, intensity, and duration were analyzed with Praat (Boersma and Weenink, 2004). The upper wave graph in a Praat figure is of intensity (acoustic energy, in decibels) plotted against time in milliseconds. This waveform roughly corresponds to syllable structure. The intensity contour is given below as a green curve, along with the pitch curve in blue. Gaps in the pitch curve occur when the pitch analyzer encounters a (near) voiceless stretch. All of duration, pitch, and intensity were evaluated (along with auditory impression) in assigning degree of stress to a given syllable.

A transcription in ordinary spelling was also provided with pitch and intensity curves, with word onsets matched to the latter. The core of the analysis is the tone tier below the transcription. This information is the basis of our comparison of the Macedonian and English speakers.

It must be emphasized that the analysis of intonation used here is purely for scientific purposes and has no pedagogical value whatsoever. It would be absurd to try to teach intonation in terms of H\*s, L\*s, H%*s* and the like.

Finally, the authors concluded that English intonation is an important component of comprehensible speech. The errors that we have observed in our small exploratory sample warrant a larger sample and statistical analysis, plus some recommendations for improving instruction if the results are anything like what we have found here.

## CONFERENCE PROGRAM

### FRIDAY

#### 3:30pm- 5:00pm Session #1

##### Panel # 1:

**Peter B.McLaren**, *Native Speakers and English Medium: Another Fallacy?*

**Brunilda Kondi**, *Course Taught by American Teacher*

**Bela Gligorova**, *Conceptualizing knowledge: the Balkans and English as a medium: relevance*

**Joany Yi**, *Course design for a broad range in the classroom*

##### Panel # 2:

**Artan Limani**, *Standardization of ESP for Communication Sciences Curriculum at SEEU: Harmonizing ESP syllabi to meet student's Academic and Occupational needs*

**Veronika Kareva and Heather Henshaw**, *Integration of language and discourse as key features of ESP*

**Silvana Kolevska**, *The application of the Internet in teaching ESP*

**Kujtim Ramadani**, *ESP- an outline for professionals and applicants*

##### Workshops:

**Vesna Dimitrieska and Marijana Marjanovic**, *Tools for autonomous language learning*

**Kacey L. Moloy**, *Classroom management in the primary school*

#### 6:00pm- 6:30pm Opening Ceremony

#### 6:30pm- 8:00 Keynote Address:

**Dr. Lorna Carson**, *Language Learner Autonomy: Myth, Magic or Miracle*

**Saturday**

**9:00am- 10:30am Keynote address:**

**Dr. Judy Richardson**, *Matching EFL Readers to Appropriate Texts: Theories, Strategies and Approaches for Student Success*

**10:30am- 11:00am Coffee Break**

**11:00am- 12:30pm Session 2**

**Panel # 3:**

**Arta Toci**, *Effects of code switching in EFL classrooms*

**Nadia Mifka-Profozic**, *The effect of oral corrective feedback on L2 acquisition: recasts vs. clarification requests*

**Marija Todorova**, *Learning to talk is learning to translate*

**Panel # 4:**

**Brikena Xhaferi**, *Communication strategies in the written medium*

**Leonardi Lucky Kurniawan**, *Improving students' performance in language learning through strategy awareness and learning strategy instruction*

**Erinda Papa**, *Reading strategies employed by ELT learners at advanced level*

**Panel # 5:**

**Iranda Bajrami**, *Motivating students in the EFL classroom*

**Lulzime Kamberi**, *Foreign language learning beliefs among students and teachers at SEEU*

**Igor Lazarevski**, *Creating a caring environment to enhance academic performance*

**Workshops:**

**Dr. Judy Richardson**, *Matching EFL Readers To Appropriate Texts: Practical Activities for Student Success*

**Lisa Harshbarger**, *What every English Teacher should know about how people learn foreign languages*

**Daniela Stoica**, *The use of rubrics in the assessment of tasks*

**Azra Jakupi and Aleksandar Takovski**, *Guided discovery*

**12:30pm- 1:30pm Lunch**

**1:30pm- 3:00pm Session 3**

**Panel # 6:**

**Marsela Harizaj**, *Teaching reading in a communicative way in EFL classes*

**Iheanacho George Chidiebere**, *The role of literature in the teaching/ learning of English as a foreign language*

**Kozeta Hyso**, *How effective is teaching and learning through poems*

**Panel # 7:**

**Anzela Nikolovska**, *Vocabulary learning strategy use in correlation with language proficiency*

**Nadica Gjosevska**, *Vocabulary learning strategies in EFL coursebooks vs. VLS of EFL students*

**Majid Asgari**, *The Role of Using Currents Issues of Interest on Vocabulary Learning*

**Panel # 8:**

**Edin Dupanovic**, *Kinship vocabulary in L1 and L2: surviving the differences*

**Nurana Rajabova**, *Relationship between L1 and L2, literature and ELT*

**Bisera Kostadinovska**, *Use of L1 in EFL classrooms*

**Workshops:**

**Prof. Dr. Gertraud Havranek**, *Raising learners' awareness for vocabulary*

**Elizabeth Morrison**, *Using CLIL in the young learner classroom*

**Mary Helen Lanaghan**, *Language, Culture, or Quaqmire? Using Films in English Classrooms Worldwide*

**3:00pm- 3:30pm Coffee Break**

**3:30pm- 5:00pm Session 4**

**Panel # 9:**

**Suzanne House**, *Teachers as learners: observing, reflecting and conversing*

**Henry Dixon**, *The evolving role of ELT Methodology courses in pre-service teacher preparation programs, SEEU*

**Ana Kecan and Vesna Dimitrieska**, *The CELTA Qualification- the Gate to the world*

**Elida Tabaku**, *Action research: a useful means for improving pre-service education of EFL teachers*

**Panel # 10:**

**Drita Saliu-Abdulah**, *Revision processes in writing classes where process writing approach is applied*

**Luiza Zeqiri**, *An investigation into content and error correction feedback and its impact upon improvements into student writing*

**Biljana Naumoska**, *Assessing EFL students' writing skills*

**Dolores Fernandez Martinez**, *Discourse analysis in the intermediate ELT classrooms: examining our Inbox*

**Panel # 11:**

**George Mitrevski and Lina Miloshevsk**, *Using InfoQuests as Constructivist Tools in English Technical Writing Course*

**Claire Willis and Maximillian Gold**, *English and beyond: digital innovations in ELT*

**Brikena Xhaferi**, *Recent trends in ELT: the use of media and technology*

**Carmen Isabel Lujan Garcia**, *Women vs. men: The use of new technologies in the EL classroom in Spain*

**Workshops:**

**Stephen Moskowitz**, *Adult ESL Beginners in New York communicate from day one*

**Lynne Welton**, *The lazy teacher method: make students*

<b>7:00pm- 9pm Dinner</b> (presenters only)
<b>Sunday</b> <b>9:00am- 10:30am Keynote address:</b> <b>Dr. Gertraud Havranek, <i>The Role of Corrective Feedback in Language Learning and Teaching</i></b>
<b>10:30am- 11:00am Coffee Break</b>
<b>11:00am- 12:30pm Session 5</b> <b>Panel # 12:</b> <b>Kalina Maleska-Gegaj, <i>The necessity of examples</i></b> <b>Manjola Nasi, <i>How far can synonyms go- the use of synonyms in classes of English literature with intermediate level students</i></b> <b>Sanjay Kumar Jha, <i>Introducing Iconic Approach in ELT</i></b>
<b>Panel # 13:</b> <b>Emilija Sarzhoska- Georgievska, <i>Coherence in University students' EFL essays in Macedonian L1 and English L2</i></b> <b>Benita Stavre, <i>Enhancing students' reflection on learning strategies through rising awareness of portfolio introduction in the University curricula of EFL</i></b> <b>Jeta Rushidi, <i>The Influence of Mother Tongue in Foreign Language Writing</i></b>
<b>Panel # 14:</b> <b>Solzica Popovska, <i>Critical and creative thinking in ESP</i></b> <b>Zoe Brennan-Kohn, <i>Fostering critical thinking in college-level English classes: An Experiential Study</i></b> <b>Basri Saliu, <i>Increasing comprehension by activating background knowledge</i></b>
<b>Panel # 15:</b> <b>Abdellah Benahnia, <i>Indigenous vs. foreign cultural components in EFL textbooks and teaching materials</i></b>



**Irina Petrovska**, *Lexical Approach to teaching English in tourism*,

**Lindita Kacani**, *Integrating lexical and intercultural approaches to EL teaching and learning*

**Workshops:**

**Milica Matovska and Ana Kecan**, *Comprehension checking*

**Dr. Lorna Carson**, *Integrating the Common European Framework of Reference for Languages and classroom practice*

**12:30pm- 1:30pm Lunch**

**1:30pm- 3pm Session 6**

**Panel #16:**

**Zamira Alimemaj**, *Teaching rhythm and sentence stress to EL learners*

**Vesna Prodanovska and John Enrico**, *Teaching English Rhythms and Intonation to Macedonian L1s*

**Ljiljana Mitkovska and Eleni Buzarovska**, *The need for classification: the case of get+ past participle construction*

**Panel # 17:**

**Ferit Rustemi**

**Ismail Memeti**, *A hierarchy of difficulty in the learning of English figurative idioms by Albanian learners*

**Robert Schmitt-Brandt**, *Foreign language acquisition 60 years ago*

**Panel # 18:**

**Leslie Giesen and Amanda Ward**, *I'd rather be reading: Literacy and autonomy through extensive reading*

**Elena Spirovska**, *The use of authentic literary texts vs. simplified texts in teaching reading in EFL context*

**Neda Radosavleviq**, *The importance of extensive reading approach and the benefits for second language learners*

**Workshops:**

**Richard Nikolov**, *The sparkle of motivation within every English teacher*

**Helmer Barimbao Montejo**, *The equation of success in teaching basic oral skills*

**Lela Andreevska**, *Teaching English through video activities*