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did not reflect, although the falling-rising in Arabic is by no means infrequent or uncommon. Hence the reason for the failure may be attributed not so much to mother tongue phonetic interference but rather to a pragmatic one.

The Iraqi speakers of English also failed in reflecting the pragmatic significance of intonation as an important cohesive or continuous aspect of connected speech. This may be evident in the frequent use of the falling intonation in the speech in this work.

These findings seem to confirm the hypothesis suggested at the beginning that the English intonation of Iraqi proficient speakers is not much or significantly different from that of British natives. The types of tones in both languages are rather the same. The difference between the two types of speakers is rather in pitch height and the failure to use a different type of tone is rather pragmatic or communicative rather than phonetic.

native English (65%). It is difficult to suggest a systematic relation between this type of questions and the rising intonation depending on the small-scale data adopted in this study, but one can perhaps suggest that the common use of rising intonation in the non-native English samples is due to a phonetic interference from English. In classes on English intonation is usually associated with yes-no questions⁽³⁾.

Most of the statements used as questions in the data are used with a rising intonation (77% native speakers, and 71% Iraqi speakers of English). This finding is widely supported in earlier studies of both English and Arabic intonations⁽⁴⁾.

Another significant finding is hardly been used by the falling-rising intonation is hardly been used by the Iraqi speakers compared to those native of British English. In the literature on English intonation it is reported that the falling-rising is one of the most common ones as it expresses a variety of meaning such as 'reservation', 'requests', 'warnings', 'uncertainty'...etc.⁽⁵⁾.

The use of kind of intonation may greatly influence the meaning of an utterance, a point which the participants in this study

⁽³⁾ See: O'Conner, J.D. (1980).

⁽⁴⁾ See: O'Conner, J.D. (1980); O'Conner, J.D. and Arnold, G.F. (1973); El-Hassan, S. (1988); Gatta, B. (1988).

⁽⁵⁾ See: O'Conner, J.D. (1973); Kingdon, R. (1958); Arndt, H. and Janney, R. W. (1985); Halliday, M. A.K. (1985).

tone units, in addition to the sentence boundary which was also helpful as a tone unit boundary. (But, of course, one sentence could contain two or more tone units in speech).

The analyses revealed that the falling tones are dominant in both types of English, i.e. native and non-native. The Iraqis produced about (73%) of the tone units with a falling tone (a 'simple' fall or a 'complex' rise-fall). In the British data the percentage was about (61%). The rising tones, on the other hand, are more common in the speech produced by native speakers (about 37%) than in the non-native data (about 24%).

The dominance of the falling intonation in both types of English is understood as this type of intonation is used for a wide range of meanings and with almost all types of sentences: statements, questions, orders and exclamations⁽²⁾.

As for the correspondence between intonation and grammar, i.e. sentence types, the analysis does not show a significant difference between the two sets of data. The sentence types in the data were the following, statements, wh-questions, yes-no questions, and statements used as questions.

It is interesting to note that in both sets of data, wh-questions all ended in a falling-tone. In a like manner, the falling intonation of yes-no is more common than rising intonation (native 45%; non-

⁽²⁾ See: O'Conner, J.D. (1980).

pragmatic or communicative. For example, it was noticed from the data that in Iraqi English 'reserved' or 'incomplete' statement are not always associated with falling-rising or rising intonation.

It is hypothesized here that the intonation of proficient Iraqi speakers of English is not significantly phonetically different from that of the English of native speakers, the difference is rather pragmatic or communicative.

The data were collected using recorded conversation of six graduate students of English. The baseline data were taken from a record interview of about 6 minutes from BBC world TV. channel. The students were not told about the real objective of the study. They were given the written interview to study it for about 15 minutes before acting it in pairs. They were also allowed to reproduce it or any part of it if they were not satisfied with their first reading. They were simply asked to produce their conversation as naturally as possible.

The data were analysed auditorally to locate the tonic syllable and its direction. The analysis was carried out in accordance with the British approach of intonation analysis. The tone unit structure is assumed to have a tonic syllable, a prehead, a head, and a tail. The tonic syllable was determined using the phonetic criterion of pitch light and direction. The tone unit boundaries were determined using phonetic and syntactic criteria, for example, the pauses that separate

The Intonation of the English Spoken

by Iraqis

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In foreign language teaching, the role of intonation has hardly been discussed. Books in the field of foreign language teaching hardly contain any relevant reference to intonation⁽¹⁾. This lack of interest in prosodic aspects of English has had its negative impact on research in foreign language teaching as intonation is undoubtedly an important aspect of spoken language.

This paper aims at investigating the intonation of the English spoken by Iraqis. There are some reasons behind studying this aspect. First, there is a severe shortage of studying the supra-segmentals of Arabic and Arabic-English speech in contrast to the segmental aspects which have been investigated exhaustively. Second, one needs to identify the reason behind the feature which can be detected as typical of Iraqi English intonation, and whether they can be attributed to the negative transfer as interference from the phonology of the mother tongue, or whether the interference is

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⁽¹⁾ See: Al-Azzawi, M.B. (2002); Al-Bazzaz, S. H. (1993); Currie, K. and Yule, G. (1982); Clark, J. F. (1973); Hawkins, P. (1984); among others.