

**VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION**

GRADUATION PAPER

**EFFECTS OF PROSODY AWARENESS TRAINING
ON CONSECUTIVE INTERPRETING FROM
ENGLISH INTO VIETNAMESE: AN
EXPERIMENTAL STUDY**

Supervisor: Nguyễn Ngọc Ninh (M.A)

Student: Ngô Thị Hoài Thu

Course: QH2014.F1.E20

HÀ NỘI - 2018

**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**

KHÓA LUẬN TỐT NGHIỆP

**ẢNH HƯỞNG CỦA KHÓA HỌC NÂNG CAO
NHẬN THỨC VỀ “VẦN-NHỊP-ĐIỆU” TRONG
DỊCH ỨNG ĐOẠN ANH – VIỆT: NGHIÊN CỨU
THỰC NGHIỆM**

Giáo viên hướng dẫn: Thạc sĩ Nguyễn Ngọc Ninh

Sinh viên: Ngô Thị Hoài Thu

Khóa: QH2014.F1.E20

HÀ NỘI – 2018

ACCEPTANCE PAGE

I hereby state that I: Ngô Thị Hoài Thu (QH2014.F1.E20), being a candidate for the degree of Bachelor of Arts (English Language) accept the requirements of the College relating to the retention and use of Bachelor's Graduation Paper deposited in the library.

In terms of these conditions, I agree that the origin of my paper deposited in the library should be accessible for the purposes of study and research, in accordance with the normal conditions established by the librarian for the care, loan or reproduction of the paper.

Signature

Ngô Thị Hoài Thu

Date

May 4, 2018

ACKNOWLEDGEMENT

First and foremost, I would like to express my gratitude to Ms. Nguyễn Ngọc Ninh for her careful guidance and constructive comments to assist me in conducting this research.

My thanks also go to all the third-year and fourth-year students majoring in translation and interpreting of University of Languages and International Studies, Vietnam National University for their involvement in fulfilling the questionnaire.

I also would like to give special thanks to 6 students who directly involved in the experiment, especially three students Bùi Thị Hương, Phạm Thị Hòa, Trần Thanh Mai, who devoted their time to participate in prosody awareness training. Without their help, I would not have completed this thesis.

Last but not least, I am deeply grateful to my beloved family and all my friends for their warmest encouragement to help me overcome difficulties and go to the end of this research.

ABSTRACT

Despite of the utmost importance in decoding the input and encoding the output, prosody has been marginalized in many interpreting programs and the curriculum in University of Language and International Studies (ULIS, VNU) is not an exception. Therefore, it urged the researcher to conduct an experimental research employing quantitative method to assess the effectiveness of prosody awareness training on consecutive interpreting from English into Vietnamese. The experiment was conducted with the participation of 6 third-year students majoring in translation and interpreting in FELTE, ULIS. Before a training program began, a questionnaire was delivered to 231 third-year and fourth-year students to enquire their awareness to the influence of prosodic features on consecutive interpreting performance and their attention to those features in interpreting practice. The findings indicated that both seniors and juniors were aware of the importance of prosody, and yet the majority of them seemed surprised at the fact that prosody could be trained in order to boost interpreting performance. Regarding the results of prosody training program, though not making prosody learners far better in overall performance of consecutive interpreting in comparison with those who did not receive training, it did help them to gain improvements in prosodic features such as pace and voice. Therefore, this study would serve as a reference for teachers and syllabus designers to introduce prosody into the syllabus of interpreter trainees at ULIS, VNU in the future.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES, FIGURES AND ABBREVIATIONS	vii
CHAPTER 1: INTRODUCTION	1
1. Background knowledge and rationale	1
2. Statement of research problem and research questions	3
3. Scope of the research	3
4. Significance of the study	4
5. Methodology	4
6. Structure of the paper	5
CHAPTER 2: LITERATURE REVIEW	7
1. Theoretical background	7
1.1. Definition of prosody	7
1.2. Features of prosody	8
1.3. Effects of prosody	11
1.4. Prosody and interpreting	12
2. Review of related studies	12
CHAPTER 3: METHODOLOGY	17
1. Sampling	17
1.1. Population	17
1.2. Sample strategies	18

2. Data collection procedure	19
2.1. Questionnaire	19
2.2. Testing.....	21
3. Data analysis procedure	25
CHAPTER 4: FINDINGS AND DISCUSSION	26
1. Research findings	26
1.1. Current awareness of third-year and fourth-year students majoring in translation and interpreting at FELTE, ULIS on prosody.....	26
1.2. The influence of prosody awareness training on the quality of consecutive interpreting from English into Vietnamese	36
2. Discussion of the findings.....	40
2.1. Current awareness of third-year and fourth-year students majoring in translation and interpreting at FELTE, ULIS on prosody.....	40
2.2. The influence of prosody awareness training on the quality of consecutive interpreting from English into Vietnamese	42
3. Chapter conclusion.....	44
CHAPTER 5: CONCLUSION.....	45
1. Summary of the study	45
2. Limitations of the study	46
3. Suggestions for further study	47
REFERENCES.....	48
APPENDICES.....	50
APPENDIX 1: QUESTIONNAIRE.....	50

APPENDIX 2: LESSON PLAN OF TRAINING PROGRAM FOR EXPERIMENTAL GROUP.....	52
APPENDIX 3: POWERPOINT SLIDES OF TRAINING PROGRAM FOR EXPERIMENTAL GROUP.....	58

LIST OF TABLES, FIGURES AND ABBREVIATIONS

LIST OF TABLES

Table 1. Ten evaluation criteria subdivided into three domains used in the quality judgement of interpreting performance.....	22
Table 2. Overall scores of control group and experimental group in the pre-test and post-test	37
Table 3. Mean and SD of rating component scores of control group and experimental group in the pre-test	38
Table 4. Mean and SD of rating component scores of control group and experimental group in the post-test.....	40

LIST OF FIGURES

Figure 1. Third-year students who have heard about prosody in consecutive interpreting training.....	27
Figure 2. Fourth-year students who have heard about prosody in consecutive interpreting training.....	27
Figure 3. Third-year students' assessment of the effect of prosodic features on the quality of E-V consecutive interpreting	28
Figure 4. Fourth-year students' assessment of the effect of prosodic features on the quality of E-V consecutive interpreting	29
Figure 5. Third-year students' attention to prosodic features in E-V consecutive interpreting practice	31
Figure 6. Fourth-year students' attention to prosodic features in E-V consecutive interpreting practice	32
Figure 7. Third-year students' assessment of the importance of word and sentence stress in E-V consecutive interpreting	34
Figure 8. Fourth-year students' assessment of the importance of word and sentence stress in E-V consecutive interpreting	35

LIST OF ABBREVIATIONS

Exp.	Experimental group
E-V	English - Vietnamese
FELTE	Faculty of English Language Teaching Education
L2	Foreign language
ULIS	University of Languages and International Studies
VNU	Vietnam National University, Hanoi

CHAPTER 1: INTRODUCTION

This initial chapter provided an overlook into the thesis and justified the reasons why it was conducted. Rationale, research questions, scope of the research, significance of the study, methodology and structure of the paper would be stated.

1. Background knowledge and rationale

Factors such as prosody affecting the quality of consecutive interpreting have long addressed in many studies. Prosody, according to Mannel (2007), is “the study of the tune and rhythm of speech and how these features contribute to meaning.” It can be understood as the study of the suprasegmental features of speech. In fact, a human speech is characterized not only by the manifestation of a sequence of phonemes, syllables and words which are called segments but also by the demonstration of what is above the level of phonemes, known as suprasegmental properties (Nooteboom, 1997). In brief, prosodic features involve word and sentence stress, intonation and phrasing (Elisabeth, 2005).

Prosody is believed to facilitate speech communication in the sense of making decisions continuously on “which successive sounds are to be integrated in the utterance being perceived and which are to be rejected as extraneous” (Nooteboom, 1997). When compared to written texts, speech is more “momentary”, which may resort to the help of prosody. Moreover, in some cases, with the presence of prosodic boundaries which create ambiguity in meaning, misunderstandings can undoubtedly arise among speakers and listeners. Many of the studies (Kjelgaard & Speer, 1999; Price, Ostendorf, Shattuck-Hufnagel & Fong, 1991; Schafer, Speer, Warren, & White, 2000) have highlighted the presence of prosodic boundaries which significantly affect sentence comprehension. Therefore, it can be referred that prosody does play an essential role in interpreting as listening comprehension by no means is a determining factor in rendering spoken words from source language into target language.

With regard to its beneficial effects, prosody seemed to be understudied in terms of its relationships with second language speech production and comprehension as stated by Jackson and O'Brien (2011). That is also the reason why this matter piqued my interest. From my own experience, prosodic factors such as word and sentence stress cause me a huge trouble in comprehending English audios in English-Vietnamese consecutive interpreting. Obviously, as a non-native language speaker, mistakes of pronouncing English words and speech disfluency are inevitable for sure. It is these gaps that greatly contribute to misunderstandings of native speakers' speech. For example, when the listener mispronounces an English word which is the content word of the sentence, he or she is not likely to recognize that word, therefore hardly grasping the meaning of the whole sentence. In addition, sentence stress probably implies the speakers' intention and emotion. Therefore, research on prosody's effect on producing second language speech is put on my top priority in choosing topic for conducting the thesis.

Among prosody-focused research, the experimental study on the effect of teaching prosody awareness on interpreting performance from English into Farsi by Yenkimaleki & Heuven (2017) stands out as having great practical significance and directly addressing the understudied relationship. In this study, a number of students were randomly chosen and divided into 2 groups, one of which received prosody awareness training while the other learned the ordinary curriculum as usual. The results turned out to be positive, which proved the effectiveness of prosody awareness training. Regarding the great significance of the research, I doubt whether the research can gain the same results if conducted with the participation of Vietnamese students. Therefore, this graduation thesis will act as a shadowing research which helps to evaluate the influence of prosody awareness training on students' performance in consecutive interpreting from English into Vietnamese. However, it will not be exactly the same as Yenkimaleki & Heuven's study but adapted to be feasible in the context of Vietnam, particularly at FELTE, ULIS.

In accordance with Yenkimaleki & Heuven's study, word and sentence stress is chosen as one of prosodic features to be trained in the experiment of this thesis.

2. Statement of research problem and research questions

Prosodic features seem to be marginalized in many training programs. At University of Languages and International Studies, prosody has not been introduced in the syllabus for interpreter trainees. Therefore, this research aims to explore whether students at the university are aware of prosody and whether prosody awareness training is effective in enhancing the quality of consecutive interpreting from English into Vietnamese or not. In other words, it will test the feasibility of introducing prosody awareness training to the syllabus of interpretation-majored students at ULIS, VNU. In brief, these objectives could be summarized into two research questions as bellowed:

1. What is the current awareness of third-year and fourth-year students majoring in translation and interpreting at FELTE, ULIS on prosody?
2. How does prosody awareness training affect the quality of consecutive interpreting from English into Vietnamese at FELTE, ULIS?

3. Scope of the research

The experimental research focuses on consecutive interpreting from English into Vietnamese. In the first phase, the experiment is supposed to be conducted with the participation of 231 third-year and fourth-year students in Faculty of English Language Teacher Education (FELTE) at University of Languages and International Studies, Vietnam National University (ULIS, VNU). In the second phase, 6 students will take part in the experiment as participants. They are all third-year students learning in the second semester of academic year 2017-2018. I acknowledge that, in this phase, if involving more participants, the study will achieve better results;

however, due to limited time and effort, the latter phase of this graduation thesis will be carried out within a small scope of a 6-student group.

4. Significance of the study

First, the research is expected to make students aware of prosody in English-Vietnamese consecutive interpreting. In this research, the students will actually experience a short-term training on prosody. As prosody has not introduced in the syllabus, it is expected to equip students with knowledge on the term and how to practice it in interpreting. That is to say, the study is hoped to give practical results, which helps students themselves gain first-hand experience in learning prosody and probably have another tool to enhance the quality of English-Vietnamese consecutive interpreting.

Second, this research will benefit educators and syllabus designers. Though there are some foreign research on the effectiveness of prosody training from English into Farsi, for example, it has not been studied in any Vietnamese research. Hence, it is believed to lay the primary foundation in testing whether prosody awareness training is effective in the context of Vietnam's education or not. Rather than theoretical approach, conducting an experiment may be the best way to consider the appropriate content and duration in training students. Educators and syllabus designers at ULIS in particular and in Vietnam in general, therefore, have grounds for introducing prosody into the syllabus, whereby probably enhancing the quality of interpreter training programs.

5. Methodology

This thesis employed quantitative method to deal with two research questions. By delivering the questionnaire and testing the participants through a pre-test and post-test, the researcher aimed to collect quantitative information. First, the questionnaire was used to gather statistics to reflect the awareness of third-year and

fourth-year students of prosody's effects on E-V consecutive interpreting. Next, the researcher organized tests to assess participants' performance in E-V consecutive interpreting before and after prosody training course. Marks of the tests helped the researcher to identify the difference between groups of data (of control group and experimental group), whereby drawing a conclusion to the training effectiveness.

6. Structure of the paper

This thesis is composed of five chapters:

Chapter 1: Introduction

This chapter aims at stating the rationale, research questions, scope of the study, significance of the study, and introducing methodology to conduct the research.

Chapter 2: Literature review

This comprises of the explanation of key concepts as well as the review on different previous works on prosody, particularly Yenkimaleki & Heuven's study "The effect of teaching prosody awareness on interpreting performance: an experimental study of consecutive interpreting from English into Farsi".

Chapter 3: Methodology

This chapter includes the description of sampling, data collection method and data analysis method.

Chapter 4: Findings and discussion

Research findings will be presented in this chapter. Also, this chapter will discuss the effects of prosody awareness training on the experimental group of participants and show comparison between the findings and reviewed literature.

Chapter 5: Conclusion

Summary of the research, implication of the findings, the limitation of the study and suggestion for further research will be stated in this chapter.

CHAPTER 2: LITERATURE REVIEW

This chapter set a theoretical background to develop the thesis. Key concepts of prosody, features of prosody, effects of prosody, the relation between prosody and interpreting would be discussed comprehensively. What's more important, review of previous related studies would be included in this chapter.

1. Theoretical background

1.1. Definition of prosody

In the studies of prosody, various definitions are mentioned. According to Oxford dictionary, the word “prosody” originates from ancient Greek which means “song sung to music, tone of a syllable” while it means “accent of a syllable” in Latin. In poetry, prosody is associated with “the patterns of rhythm and sound”. The word is considered to be used for the “science of versification” and the “laws of metre”, governing the modulation of the human voice in reading poetry aloud (Nooteboom, 1997).

However, in linguistics, prosody is something related to “such characteristics of utterances as stress and intonation, and moreover, in prose rather than in verse.” (Fox, 2010, p.1). Similar to Fox (2010), Elisabeth (2005) believes that prosodic features involve word and sentence stress, intonation and phrasing. According to Robert (2007), prosody is “the study of the tune and rhythm of speech and how these features contribute to meaning”. It can also be understood as the study of the properties of speech that are not segmental sequence of phonemes. In fact, a human speech is characterized not only by the manifestation of a sequence of phonemes, syllables and words which are called segments but also by the demonstration of what is above the level of phonemes, known as suprasegmental properties (Nooteboom, 1997).

In fact, in the speech of native speakers, we can hear some important words that are more emphasized in a sentence. They may sound more noticeable than the

others. In addition, native speakers move the pitch up and down according to a certain pattern, providing speech with “melody” and naturalness. Also, they may divide the sentence into phrases or a range of words which relate to each other, making a sub-unit of meaning that could be understood. Moreover, speakers could speak in soft or strong voice, normal or hoarse voice, for example, or even they control the vocal tract and larynx muscles to produce unusual sounds. For example, when speakers want to express their irritation or disagreement, they can muffle their voice. All of the features mentioned above are not limited in an individual segment of a sentence; instead, they can be seen as suprasegmental properties of speech.

In brief, prosody pays emphasis to larger units of speech such as intonation and pitch rather than individual phonetic segments such as vowels or consonants.

1.2. Features of prosody

In studies of prosody, it does not seem to have agreement on the nature and categories among phonologists.

First, in the book “Prosodic Features and Prosodic Structure: The Phonology of ‘Suprasegmentals’” (2010), Anthony Fox distinguishes prosodic features with other features of speech by different approaches namely phonetic basis, phonological basis.

Phonetically, prosody is categorized into length, accent, intonation and tone (Fox, 2010). They can be distinguished from “segments” such as vowels and consonants by place and manner of articulation. Though intonation and tone share the same “phonetic parameter of speech”, other features are hard to find out common characteristics. Also, on phonetic basis, prosodic and segmental features are quite overlapped as both of them involve different phases of the speech process such as articulation, sound and perception (Denes and Pinson, 1993).

However, differences between prosodic and segmental features can be easily seen through three components of the physiology of speaking namely subglottal,

larynx and supralaryngeal. Most segments of speech are made by supralaryngeal which includes “various airways and cavities of the pharynx, mouth, and nose, and the associated muscles, especially those of the tongue, acts as a kind of variable filter, modifying the air-stream so as to produce the wide range of sounds required for speech” (Fox, 2010, p.3). Postures and movements of the tongue, velum, jaw, etc. will decide the place of and manner of articulation. Meanwhile, prosodic features are mainly developed by larynx subglottal component. The former not only produces voice and other laryngeal features of speech but it also regulates the pitch. The latter creates and regulates the pulmonic air-stream through the lungs, trachea and muscles or larynx component. For example, pitch that builds up tone and intonation is under the control of larynx muscles.

On the other hand, phonologically, prosody is thought to involve larger units of speech than individual segment (Fox, 2010). Likewise, Nootboom (1997), Laver (1994), Lehiste (1970) all describe them as larger domain which is beyond that of a segment. However, each researcher and phonologist categorizes prosody into different features. In *Introduction to Prosody Theories and Models* of Mannel (2007), vocal pitch (fundamental frequency), loudness (acoustic intensity) and rhythm (phoneme and syllable duration) are characterized as prosody. In *Firthian Prosodic Analysis*, Firth describes such features as stress, tone, and intonation as prosody (Firth, 1948, as cited in Fox, 2010). Fox (2010) includes four features of prosody namely length, accent, tone and intonation in his book; meanwhile, Lehiste (1970) mentions quantity, tonal features and stress as prosodic features. Meanwhile, Yenkimaleki (2017) states that “prosody includes word and sentence stress, word tones, phrasing (by inserting pauses or signaling breaks between phrases, sentences and paragraphs), and intonation (speech melody)”. Obviously, similarity and overlapping can be found among these different categories. Many of the researchers mention stress, tone and intonation. Meanwhile, rhythm is “the sense of movement in speech, timing and quantity of syllables” (Nordquist, 2017). It also somehow relates

to stress as rhythm is considered to display the long and short patterns through stressed and unstressed syllables.

However, none of the theories above seems to be adequate. For example, Firth's study does not involve laryngeal features such as voice and aspiration and supralaryngeal features such as retroflexion which are all considered as prosody. Aspiration is the action of pronouncing a word with a /h/ sound, as in "house"; retroflexion is produced with the end of the tongue turned up against the hard palate. Both of them are regarded as prosodic features according to phonetic categorization of Fox (2010). However, these kinds of features are close to the pronunciation of a word rather than prosody if taking other theories of Nooteboom (1997), Laver (1994), Lehiste (1970) into consideration in which prosody is defined as larger domain which is beyond that of a segment.

In a word, it is hard to give a full list of prosodic features as it seems to involve many aspects. Therefore, in this thesis, categories of different researchers will be combined. However, only phonological categorization will be used as the terms might be more familiar to students, thereby facilitating the conducting of a survey on their awareness towards prosody. The terms subglottal, larynx and supralaryngeal in phonetic categorization are more complicated and require further explanation if mentioned in the questionnaire.

Therefore, in combination of the categories of Firth (1948), Fox (2010), Yenkimaleki and Heuven (2017), prosody mentioned in this thesis includes five main features:

- Word and sentence stress
- Intonation
- Phrasing
- Accent
- Tone

1.3. Effects of prosody

Prosody is often “seen as modifications of segments” and “secondary phonemes”, which contributes less to clarify meaning and has minor phonological significance when compared to segments. For example, Bloomfield (1935) referred to prosodic features as length, loudness and pitch which are considered not meaningful without combining into larger form such as sentence. However, it is the fact that prosody in not only Vietnamese but also English does play an essential part.

First and foremost, prosody is thought to help listeners “parse continuous speech and in the recognition of words, provide cues to syntactic structure, grammatical boundaries and sentence type”. Boundaries between intonation units are often associated with grammatical or syntactic boundaries; these are marked by such prosodic features as pauses and slowing of tempo, as well as "pitch reset" where the speaker's pitch level returns to the level typical of the onset of a new intonation unit. Therefore, potential ambiguities may be addressed. Prosodic cues like pauses and changes in intonation will reduce or remove the ambiguity (Wells, 2006). Moving the intonational boundary will tend to change the interpretation of the sentence. This result has been found in studies performed in both English and Bulgarian (Stoyneshka, 2010).

Also, intonation and stress work together to highlight important words or syllables for contrast and focus. This is sometimes referred to as the accentual function of prosody. A well-known example is the ambiguous sentence "I have plans to leave", where if the primary accent is placed on "plans" the meaning of the sentence is usually taken to be "I have some plans (drawings, diagrams) to leave" but if the main accent is on "leave" the typical interpretation is "I am planning to leave". (Roach, 2009).

Prosody is also important in signaling emotions and attitudes. Anne (2000) considers that one of the most important yet elusive functions of intonation is its so-

called “attitudinal” function. There seems to be no dispute over the fact that we are able, simply by how we say something (in everyday terms, our 'tone of voice'), to convey meanings in conversation which are different from, or go beyond, what we say. Actually, when the voice is affected by anxiety or fear, the prosodic information is not linguistically significant. However, when the speaker varies his or her speech intentionally, for example to indicate sarcasm, this usually involves the use of prosodic features. The most useful prosodic feature in detecting sarcasm is a reduction in the mean fundamental frequency relative to other speech for humor, neutrality, or sincerity. While prosodic cues are important in indicating sarcasm, context clues and shared knowledge are also important (Cheang & Pell, 2008).

1.4. Prosody and interpreting

It can be said that prosody awareness can be beneficial in two-dimensional ways which are interpretation and interpreting. The former is the ability to listen, recognize words and therefore probably get full understanding of the message. Mahjani (2003, as cited in Yenkimaleki, 2017) states that prosodic feature awareness may facilitate efficient processing of input speech during the interpreting process. Considering prosodic functions mentioned above, it is more likely for interpreters to recognize content words and emphasized parts in one sentence. Furthermore, it facilitates them a lot in understanding the context and interpreting precisely the feeling or emotion of speakers.

The latter is referred to how interpreters conveyed their understanding into speech. It is prosodic features such as tone, intonation, word and sentence stress that help to assist audience in understanding what are interpreted. With regard to the function of reducing or removing the ambiguity, prosodic features undoubtedly make interpreting message more accurate and easier to understand.

2. Review of related studies

First and foremost, in the field of prosody research, there are not many researchers studying the effects of prosody. Most of the research are the works of Yenkimaleki and Heuven, for example Effects of prosody training on English speech comprehension tests, Effects of prosody training on English word recognition tests and Effects of prosody training on consecutive interpreting from English into Farsi or vice versa. Though they all have the common sense in boosting the understanding of input speech, I chose the experimental research on the effect of teaching prosody awareness on interpreting performance from English into Farsi by Yenkimaleki & Heuven (2017) as a model one for the following reasons.

Though prosody proves to have great influence on interpreting performance, prosody training seems to be overlooked at universities. At ULIS, it seems to be neglected and has not been included in the curriculum. Therefore, when I came across the research of Yenkimaleki & Heuven, it became an inspiration for me to conduct this thesis paper. I would like to conduct a similar type of research but in the context of Vietnam to see whether prosody awareness training has the same positive effects on consecutive interpreting from English into Vietnamese as that from English into Farsi as conducted in the model research.

The model research studied the effect of teaching prosody awareness on interpreting performance by second-year students of English Translation and Interpreting at the State of Arak (Iran). It is conducted with the participation of 30 students which were divided randomly into two groups of students (with equal gender in each group). The two groups are called control group and experimental group. At the first step, all students had to take the standard Longman's Test of English as a Foreign Language (TOEFL) in terms of four skills namely listening comprehension, reading comprehension, structure and written expression, and writing. This pre-test served as a base to assess their English proficiency.

Then both groups were taught interpreting skills by routine curriculum. However, the experimental group spent 20 minutes less on the routine lessons than the control group and learned about prosody instead. Prosody lessons involved practical exercises in order to enable students to distinguish prosodic differences between English and Farsi.

After 18 training sessions with a total of 36 hours (2 hours per session per week), both group took a post-test which required them to interpret consecutively ten 30-second extracts. The test results were marked by three teachers from different universities according to the assessment criteria based on Sawyer, 2004 which are accuracy, omission, overall coherence, grammar, expression, word choice, terminology, accent, pace, and voice.

The research results showed that prosody awareness training did assist students in improving consecutive interpreting from English into Farsi. First, a t-test was conducted to identify the difference on the pre-test and post-test between experimental and control group. While the two groups showed little difference on pre-test components, that on post-test components was highly significant. That is to say, after training sessions, experimental group achieved better performance in consecutive interpreting. Second, the research looked closely at specific effects of training sessions on prosodic test components. Among ten scales of assessment criteria, three scales namely accent, pace and voice relate directly to prosodic components. From the table of mean and SD of scores, though experimental group made more progress in almost all of rating scales except for coherence than control group, surpassing results of the former could be more clearly seen in these three prosodic components.

With regard to the research conclusion, it can be said that prosody awareness training affects students' interpreting performance in two aspects. First, it influenced the input comprehension of the students. Prosodic stress training has been proved to better students' understanding in utterances and message perception (Derwing et al.,

1998). It might help them to be more aware of word and sentence stress, chunking, etc., whereby boosting their understanding in spoken language and then interpreting performance. It is a fact that the way stress moves in a sentence can definitely change the meaning of that sentence. For example, regarding the sentence “I don’t think he should get the job”, Beare (2017) have shown that stress on 8 different words can lead to the differences of the whole sentence meaning. To name a few, if stress is on “I”, the speaker wants to imply “Somebody else thinks he should get the job”. If stress is on “should”, it can be inferred that “In my opinion it's wrong that he's going to get that job.” Or if sentence stress is on “that”, the meaning turns into “He should get another job.”. Therefore, these different meanings can possibly affect the way students interpret the sentence message. If students are not aware of stress sentence, they are highly subject to misinterpret the information.

Besides input perception, prosody awareness training also influenced the output production which means the way students present their interpretation in terms of pace, voice and accent. However, regarding teaching materials of the research, theories and exercises only focused on stress at word and sentence levels of the input information. Students were not taught about prosodic functions of reducing and removing ambiguity in the target language. When students reproduce the message in the target language, prosodic features such as intonation, sentence stress, accent, etc. undoubtedly play an essential role in facilitating audience’s understanding on their interpreting. In fact, the researchers stated in their study that “For successful decoding of input speech and encoding speech output in the non-native language, the L2 (foreign language) learners may benefit from an explicit comparison of the prosodic properties of his or her native language and those of the L2”. It can be inferred that from that comparison, students themselves could be aware of how they presented the information in source language to sound more clear and understandable. This hypothesis was proved to be true with the findings indicating great improvement of the experimental group on interpreting performance in terms of prosodic skills.

In Vietnam, none of the alike empirical research was conducted to assess the effectiveness of prosody awareness training on consecutive interpreting from English into Vietnamese, therefore it urged the researcher to work on this topic. It was hoped to test two conclusions drawn from the research of Yenkimaleki & Heuven in terms of consecutive interpreting from English into Farsi: (1) prosody awareness training could enhance the overall performance of consecutive interpreting, (2) it boosted prosodic sub-skills the most by the process of making “explicit comparison of the prosodic properties of his or her native language and those of the L2”.

CHAPTER 3: METHODOLOGY

This chapter was written to build a methodology to carry out the research. The researcher discussed how to choose participants, how many participants would involve, and what sample strategies were employed. Also, data collection and data analysis procedure were clearly stated and justified.

1. Sampling

1.1. Population

This research was divided into two phases which correlated with two research questions.

Phase 1: 231 third –year and fourth-year students whose major is translation and interpreting

The first phase involved the participation of third-year and fourth-year students majoring in translation and interpreting in FELTE, ULIS in the academic year 2017-2018. There were 108 third-year students from 4 classes E14, E15, E16, E21 and 123 fourth-year students from 5 classes E9, E10, E11, E12, E13, E20, making a total of 231 participants in phase one. As third-year and fourth-year students have learned interpreting major at the university, they were the potential participants for the researcher to investigate the awareness of students towards prosody in consecutive interpreting. Furthermore, with a total of 231 participants, the population was quite large enough for the researchers to generalize the trend of their awareness and answer the research question 1.

Phase 2: 6 third-year students majoring in translation and interpreting

This phase involved the participation of 6 students from FELTE, ULIS. They are all native Vietnamese speakers and third-year students majoring in translation and interpreting who have been in their second semester of academic year 2017-2018. First, third-year students were chosen because they were having an interpreting

subject while fourth-year students have already completed all the interpreting lessons at the university at the time this research was conducted. Therefore, third-year students would be more suitable to take part in a prosody training in consecutive interpreting when compared to fourth-year ones.

In order to collect participants for the experiment, the researcher created a registration form stating the objectives of the course and other benefits when participating in the experiment to send to students of 4 classes E14, E15, E16, E21 with the help of monitors. After having a list of students who filled in the form, the researcher chose the ones who registered as much free time as possible to be able to organize a class. Due to the difficulty to collect the students who had the same available time, the experiment was conducted with a small number of participants which was 6 only.

1.2. Sample strategies

To deal with those two phases, non-probability sample strategy was employed.

Phase 1: Convenience sampling

First, convenience sampling was used to answer the first research question which aimed at investigating the awareness of students towards prosody in E-V consecutive interpreting. Convenience sampling means that the persons participating in the study were chosen because they were readily available. In this phase, the researcher chose random study periods of the population to collect data according to the favorable schedule. Students who were present at that day would be approached for data.

Phase 2: Purposive sampling

Next, this research employed purposive sampling to deal with the second phase. To be more specific, 6 students from a specific class at University of Languages and International Studies were chosen as participants in this phase. They were

deliberately selected as they had the same available timetable, and thus facilitating the organization of a class. Also, they all came from classes that learned routine program, not fast-track program, which might confirm their homogenous level of ability.

2. Data collection procedure

Data collection methods used in this research were questionnaire and testing.

2.1. Questionnaire

Step 1: Make a questionnaire

In the phase one, based on literature review part, a structured questionnaire (see in **Appendix 1**) with yes-no and likert-scale questions was made in order to address the research question “What is the current awareness of third-year and fourth-year students majoring in interpreting and translation at FELTE, ULIS on prosody?”. The questionnaire was designed with three parts: general question, awareness to prosodic features in E-V consecutive interpreting and awareness to word and sentence stress in consecutive interpreting with a total of 4 questions, which took no more than 10 minutes for the students to complete.

The first part included a yes-no question to ask the students whether they have heard of prosody in E-V interpreting training before. As the word “prosody” might sound unfamiliar to the students, a brief definition of prosody was noted above to make sure that they generally had an idea of what was prosody. This question was not intended to check a new word but investigated whether the majority knew prosody could be trained in consecutive interpreting.

The second part was composed of two questions with 10 items in total. The respondents were requested to mark from 1 to 5 on likert scales of the effects of prosodic features on the quality of E-V consecutive interpreting and their attention to these features in E-V consecutive interpreting practice. 5 prosodic features namely word and sentence stress, intonation, phrasing, accent, and tone were listed for the students to evaluate. Regarding the first question, students were expected to express

their viewpoints towards the importance of five prosodic features in E-V consecutive interpreting. Meanwhile, the second question was intended to collect the data of how often they paid attention to those features when practicing consecutive interpreting. From these questions, the researcher hoped to get an overview of how students thought about prosody in minds and how they actually put those thoughts into reality when it came to practice.

The last part also used a likert scale but to indicate the extent to which the students agreed or disagreed with two statements by circling one of the responses ranging from “strongly disagree” to “strongly agree”. Actually, word and sentence stress was one of the prosodic features that were mentioned in the second part. However, this feature still occupied a separate part as it was the sole one that was included in training lectures in the second phase of the research. Because of its essential role, the researcher would like to take a closer look at students’ opinions on this feature. Two aspects of its effects on consecutive interpreting were stated for respondents to express their viewpoints. In fact, not only word and sentence stress of the input but also that of the output could matter. While word and sentence stress of the source language can affect student’s listening and production of target language, that of output of the student can influence audience’s understanding. Therefore, this part was designed to see whether students were fully aware of two-way effects of word and sentence stress in consecutive interpreting.

Step 2: Deliver the questionnaire to the participants

After the questionnaire was made, it was given to several people to fill and then feedback to the researcher if there were any problems. Having received comments and feedbacks, the researcher improvised and then sent it to all participants. The process of collecting data was divided into three stages which were delivering the questionnaire to third-year students, then to fourth-year students and last but not least, sending it online. First, their class schedules were explored to ensure their presence at

the university. Afterwards, the researcher came to their class to deliver the questionnaire and collect their answers right away after they have completed. The questionnaire was delivered directly to students at break when they were at the university. With regard to those who were absent or had no class at university, the same questionnaire in the form of google form was sent online to them with the help of the teachers to ensure the response.

Step 3: Collect the data

After three weeks, data collection was completed with the rate of response reached more than 70%. Regarding third-year students, 84 out of 108 students have responded to the questionnaire, making nearly 78% of response rate. In terms of fourth-year student, 87 out of 123 students have responded, which was approximately 71% of response rate.

2.2. Testing

In phase two, 6 third-year students were chosen to take part in the experiment.

Step 1: Divide 6 participants into control group and experimental group

The participants were divided into 2 groups namely control group and experimental group. Each group had an equal number of members. Both group learned the routine syllabus as usual. Altogether, those two group would take 45 sessions of routine syllabus (45 minutes per session, three sessions per week) for a total of 33 hours 45 minutes. However, experimental group also received another training lectured by the researcher on prosody awareness, particularly on stress at word and sentence level. After suitable place and schedule were agreed by the researcher and students, training on prosody awareness began. The materials of the course were consulted and adapted from the research of Yenkimaleki and Heuven and from Internet also.

Step 2: Test both groups through a pre-test

Before the short-term training program started, each member of two groups was tested separately through an interpreting pre-test. This pre-test that was provided by the supervisor required students to interpret consecutively three extracts. The speech of a native speaker was divided into three parts which lasted 35-40 seconds and among those parts, silent pauses of about 45-50 seconds were added for students to perform interpreting. Note-taking was allowed during the time they listened to the audio. They would begin to interpret after hearing a “beep” sound. Their performance was recorded by a mobile phone for evaluation later. The researcher was the one to assess the performance of students from both groups according to ten criteria (see in *Table 1*).

Meaning		Language use		Presentation	
Accuracy	20	Grammar	7	Pace	10
Omissions	15	Expression	7	Voice	10
Overall coherence	10	Word Choice	7		
		Terminology	7		
		Accent	7		

Table 1. Ten evaluation criteria subdivided into three domains used in the quality judgement of interpreting performance. The numbers are the maximum score that can be awarded for the criterion at band. The overall maximum score equals 100 points.

Source: Sawyer 2004, as cited in Yenkimaleki & Heuven, 2017

The ten evaluation criteria are defined and motivated as follows (Yenkimaleki & Heuven, 2017):

1) Accuracy: Interpreters should be faithful all the time to the meaning of source language. It means that an optimal and complete message should be

transferred to the target language such that the content and intent of the source language should be preserved without omission or distortion. Accuracy of interpretation should be a primary concern for interpreters. Discrepancies in meaning and intention between source and target text are not acceptable.

(2) Omission: Jones (2014, as cited Yenkimaleki & Heuven, 2017) pointed out that interpreters in some situations have insufficient time to render exact and complete messages. In such situations interpreters may omit part of the source text and yet deliver a coherent message to the audience. To do so, interpreters may intentionally omit part of the source language and concentrate on transferring the gist of the message. As a consequence, some omissions are considered errors but in certain complicated situations they are unavoidable, e.g., when the interpreter suffers from cognitive overload. In this study omissions were not counted against the interpreter as long as the interpretation preserved the content and intent of the source language; if not, they were scored as errors.

(3) Overall coherence: Coherence is the extent to which the interpreter's output is meaningful and purposeful. Message coherence is a key aspect in interpretation, which includes conceptual connectedness, evaluative and dialogical consistency and textual relatedness.

(4) Grammar: In this study the attempt was made to evaluate the speech production of the participants observing the standard structural rules of English.

(5) Expression: Utterances should be appropriate regarding formality and informality with the target audience. Moreover, the utterances should be a manifestation of appropriate use of target language.

(6) Word choice: The choice of words in the target language should be done according to the genre of source language. Moreover, in interpreting the expectations of the audience (in relation to the social class they belong to) should be taken into account as well.

(7) Terminology: Interpreters should be familiar with technical terms of the subject matter that they are interpreting. In this study, the attempt was made to see to what extent the participants were choosing the technical terms when transferring the message.

(8) Accent: Since the interpreter's intelligibility will depend on the quality of his/her pronunciation of the target language, the strength of the interpreter's accent

was judged (in the case of interpreting into the interpreter's native language, this criterion applied more or less vacuously – and will vary only in so far as a strong regional accent would compromise the interpreter's intelligibility).

(9) Pace: It is widely recognized that a rate of delivery of speech between 100 and 120 words per minute (wpm) is optimal for English speech (e.g., Gerver 1969, Seleskovitch 1978, Lederer 1981, as cited in Yenkimaleki & Heuven, 2017). In the present study, an intuitive judgment was made of how optimal the interpreter's rate of delivery was, i.e., neither very slow nor so fast that intelligibility would be compromised.

(10) Voice: Generally an interpreter with pleasant and relaxed voice is more appreciated than one with a strained or nervous voice. An attempt was therefore made to judge globally to what extent the voice of the participants is appropriate for transferring the message.

Step 3: Train control group in prosody

The experimental group took 5 sessions of prosody training (about 1 hour 20 minutes per session and 1 session per week) lectured by the researcher. Therefore, experimental group spent 6 more hours of instruction compared to control group. In experimental research of the effects of teaching prosody awareness on interpreting performance from English into Farsi by Yenkimaleki & Heuven (2017), there were 18 sessions (20 minutes per session) for a total of 6 hours of prosody training lessons. However, in this research, due to limited time, prosody training program was shortened in 5 sessions only but remained the duration which was 6 hours.

Prosody awareness training involved theory instruction and exercises such as marking stressed syllables, identifying content and function words, exaggerating stress production, or changing the meaning by using contrastive stress. Authentic English audio extracts were provided for students to practice.

Step 4: Test both groups through a post-test

After experimental group completed the course, both groups were assessed through a post-test to measure the effectiveness of prosody awareness training in

consecutive interpreting from English into Vietnamese. Similar to the pre-test, the post-test included different extracts of spoken English requiring students to interpret consecutively. Their performance was also assessed by the researcher.

3. Data analysis procedure

In the first phase, after data was collected, statistical analysis was employed to create charts and graphs. For each question of the questionnaire, two charts or graphs were drawn; one for third-year students and one for fourth-year students. The researcher would see the trend in each group and then compare and contrast the opinions between two groups to answer the first research question on the current awareness of students on prosody.

Likewise, research question 2 would be addressed by analyzing and comparing the statistics of experimental group and control group in the pre-test and post-test. After the pre-test and post-test were marked, results of each student would be put in a table which based on evaluation criteria. Next, mean and SD were calculated for each group to see the difference (if any) between two groups, which helped to see whether prosody awareness training has affected students' interpreting performance or not and which test components were influenced the most.

CHAPTER 4: FINDINGS AND DISCUSSION

Chapter 4 presented the findings of the research and the discussion of those findings. This chapter was intended to answer research questions; therefore, it was structured in accordance with the two questions which were the current awareness of third-year and fourth-year students majoring in translation and interpreting at FELTE, ULIS on prosody; and the influence of prosody awareness training on the quality of consecutive interpreting from English into Vietnamese at FELTE, ULIS. Moreover, more comments and further thoughts would be added in the discussion part to make an in-depth analysis of the findings.

1. Research findings

1.1. *Current awareness of third-year and fourth-year students majoring in translation and interpreting at FELTE, ULIS on prosody*

1.1.1. *General perceptions of students towards prosody in consecutive interpreting training*

General perceptions of third-year and fourth-year students on the fact that prosody can be introduced in consecutive interpreting training were shown in the figures below.

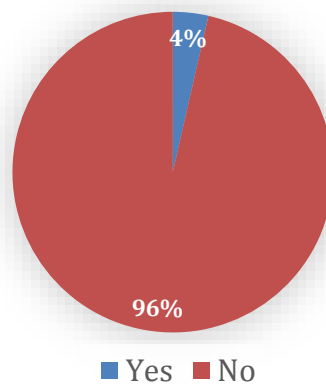


Figure 1. Third-year students who have heard about prosody in consecutive interpreting training

As can be seen in Figure 1, the majority of third-year students chose the answer “No” to the question “Have you heard about prosody in consecutive interpreting training”. 81 third-year students which was equivalent to 96% did not know that such prosodic features as tone and intonation can be taught in consecutive interpreting. Meanwhile, only 3 students accounting for 4% confirmed that they already knew about prosody in consecutive interpreting training.

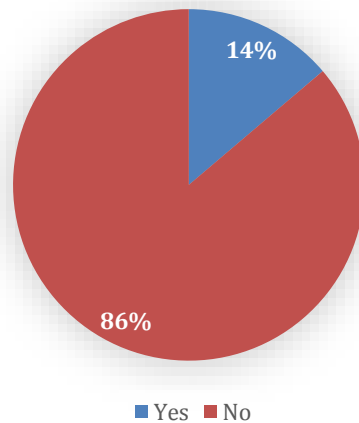


Figure 2. Fourth-year students who have heard about prosody in consecutive interpreting training

Figure 2 also showed the same pattern as Figure 1. Most of the fourth-year students (86%) did not know that prosody could be trained in consecutive interpreting. Only 12 out of 75 students (14%) gave the answer “Yes” to the question. However, when compared to third-year students, the number of fourth-year students who knew the presence of prosody in interpreting training programs was 10% higher. Despite a slightly difference, in general, the majority of both third-year and fourth-year students seemed lack information of prosodic features training in consecutive interpreting.

1.1.2. Assessment of third-year and fourth-year students of prosodic features' importance to the quality of English-Vietnamese consecutive interpreting

Two charts below indicated students' opinions on the effect of 5 prosodic features namely tone, accent, phrasing, intonation, word and sentence stress on the quality of English-Vietnamese consecutive interpreting. They were asked to rate the influence of those five features to interpreting on the scale from Not at all to Very much.

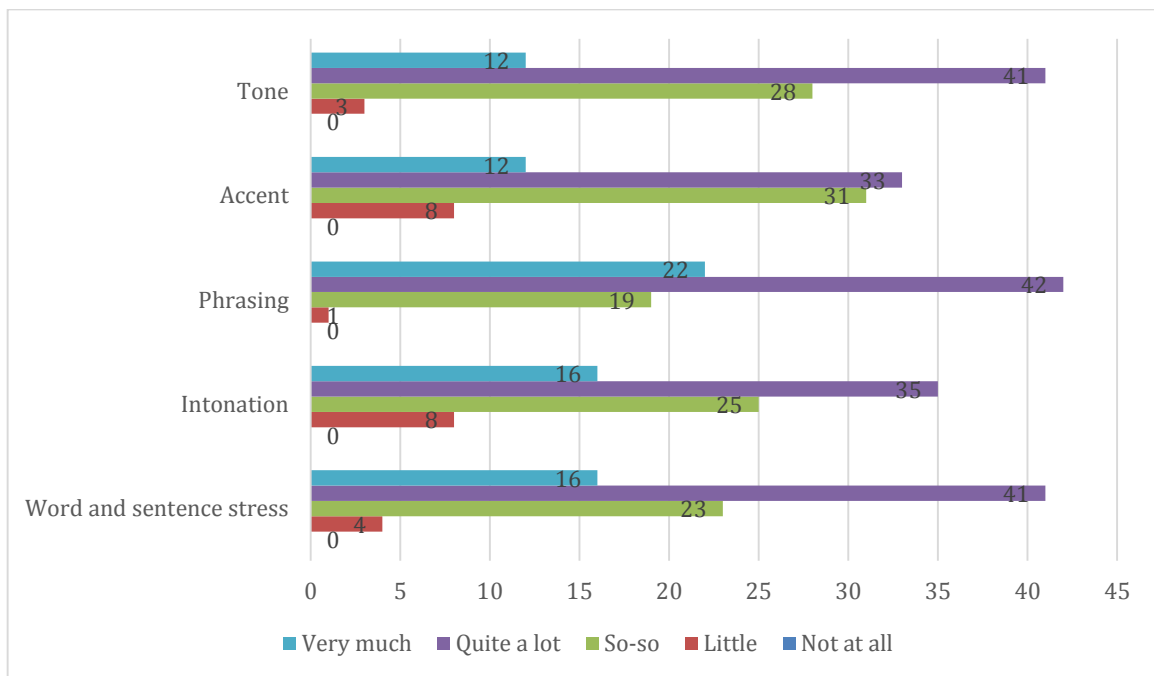


Figure 3. Third-year students' assessment of the effect of prosodic features on the quality of E-V consecutive interpreting

First, from the assessment of third-year students in Figure 3, it was noticeable to recognize that all five features of prosody were thought to have a relatively huge influence on the quality of English-Vietnamese consecutive interpreting. Regarding tone, 49 students out of 84 students greatly appreciated its influence. Likewise, a large number of students which was above 50% agreed that accent, phrasing, intonation,

word and sentence stress played an important part in consecutive interpreting. Noticeably, phrasing turned out to be the most important features deciding the quality of consecutive interpreting with the agreement of nearly 80% of surveyed participants.

However, a significant number of their counterparts remained neutral when being asked to assess the impact of prosodic features. More than one-fourth of the participants thought that tone, accent, phrasing, intonation, word and sentence stress did not really matter the way they performed consecutive interpreting. In contrast, only few students assessed those five features of little importance to consecutive interpreting. Meanwhile, no figures were given to “Not at all” impact of all five features.

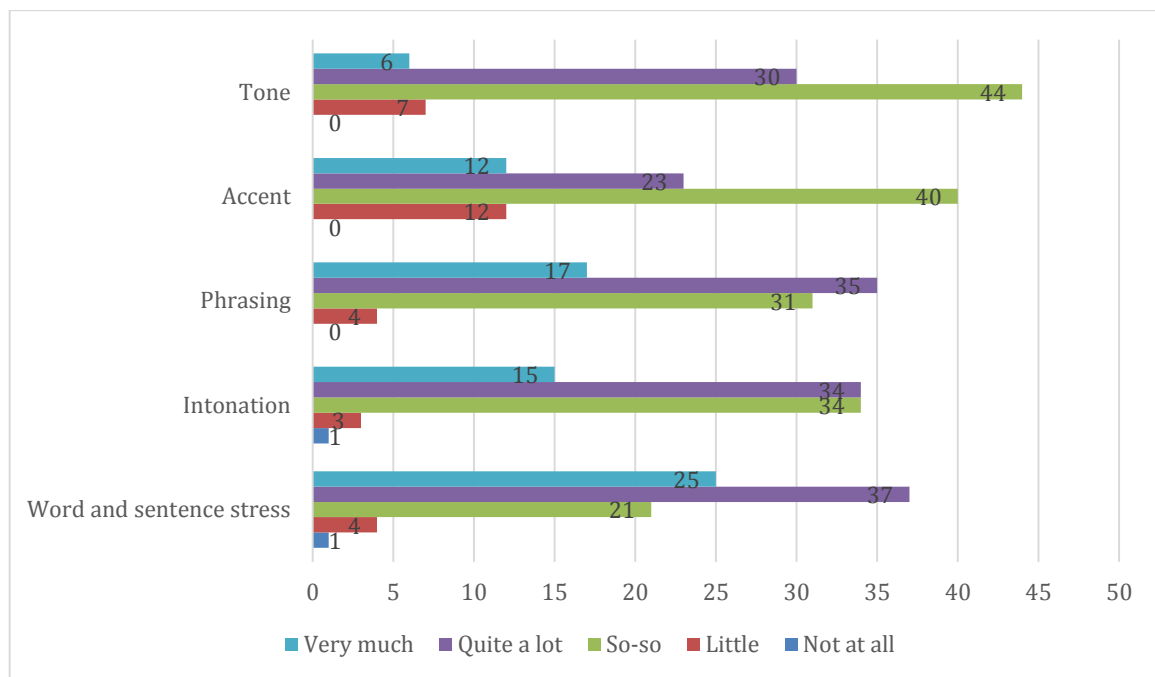


Figure 4. Fourth-year students' assessment of the effect of prosodic features on the quality of E-V consecutive interpreting

Regarding Figure 4, general speaking, quite a lot of students selected the high rating options on the assessment scale. However, a different trend can be seen when compared to the assessment of third-year students. Unlike third-year students who

valued tone and accent with “very much” and “quite a lot” reaching more than 50% in total, most students in their fourth year did not appreciate these two features that much. Half of the fourth-year students remained neutral while about 10% of them underestimated the influence of tone and accent on the quality of E-V consecutive interpreting.

Considering three other features namely phrasing, intonation, word and sentence stress, high-rating options were still dominant like that of their juniors. Specially, word and sentence stress was the feature that was thought to be essential to consecutive interpreting with the highest consensus of more than 70%, nearly half of whom thought it was of the utmost importance. In contrast, the proportion of low-rating options was negligible. However, while no third-year students showed their neglect of prosody’s impact, some seniors considered intonation as well as word and sentence stress bore no relation to the quality of E-V consecutive interpreting.

1.1.3. Attention of third-year and fourth-year students to prosodic features in English-Vietnamese consecutive interpreting practice

Attention level of third-year and fourth-year students to prosodic features in E-V consecutive interpreting practice was shown by the figures below.

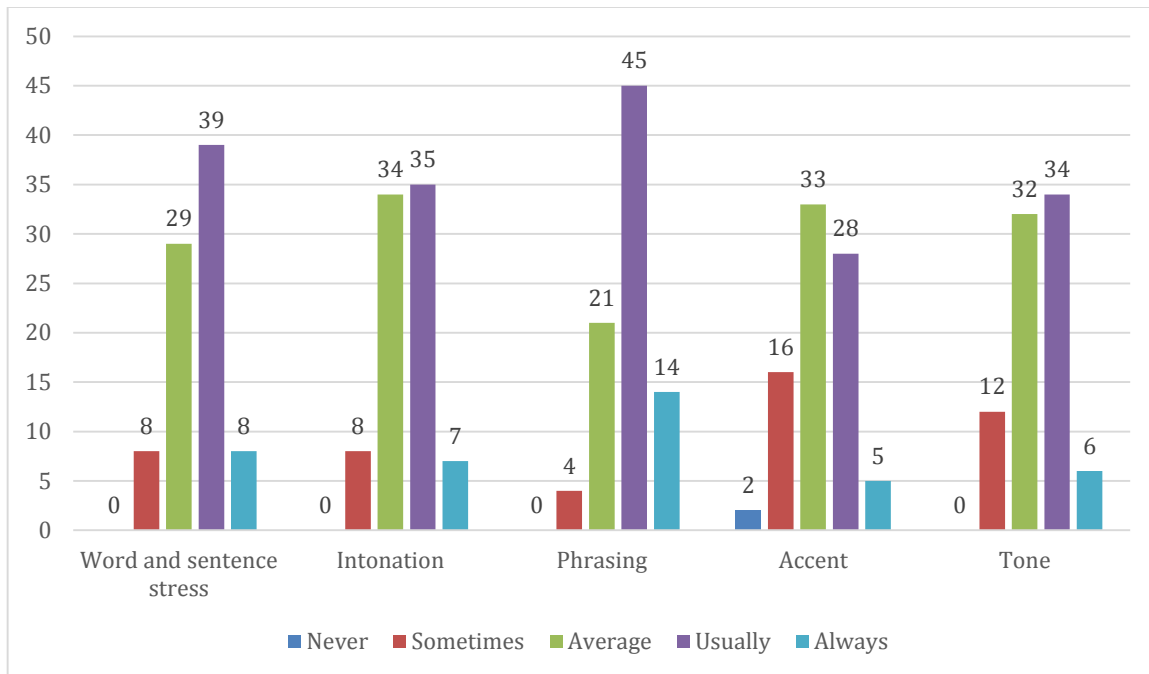


Figure 5. Third-year students' attention to prosodic features in E-V consecutive interpreting practice

From Figure 5, it could be clearly seen that all five features got huge attention from third-year students in practicing E-V consecutive interpreting. More specifically, regarding word and sentence stress, intonation, phrasing and tone, the largest proportion fell into “usually” option. Among all mentioned features, phrasing received the best notice from 45 students out of 84 ones. In the meanwhile, most students chose “average” frequency in paying attention to accent when practicing consecutive interpreting. Still, many of the respondents (nearly 40%) showed unceasing concern for that feature. Therefore, it can be concluded that the majority of third-year students attached special importance to prosodic features in E-V consecutive interpreting.

Besides, it was worthy of noticing that a considerable part of surveyed participants did not pay much concern to prosodic features when practicing E-V consecutive interpreting. For example, about 35% of students went for “average” frequency while that of intonation reached 41%. In addition, the percentage of

students who paid little attention to word and sentence stress, intonation and phrasing was trivial, which was all under 10%. That figure in terms of accent and tone was higher at 19% and 14% respectively.

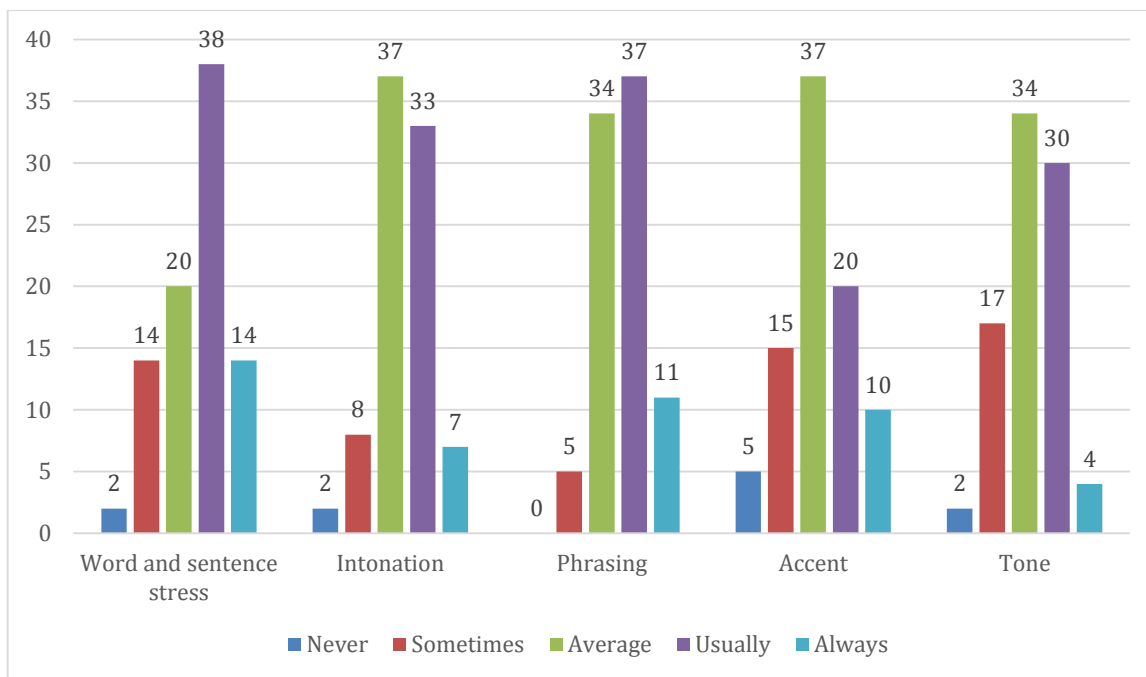


Figure 6. Fourth-year students' attention to prosodic features in E-V consecutive interpreting practice

It can be translated from the Figure 6 that word and sentence stress, and phrasing were the two features that were most usually paid attention to. 38 participants revealed that they were often aware of word and sentence stress in consecutive interpreting while that number for phrasing was quite the same which was 37 students, accounting for 44%. In contrast, in terms of three other features, most answers went for average frequency. Meanwhile, usually frequency ranked second in intonation, accent and tone with quite a high proportion. For example, the number of students often bore intonation and tone in mind was 33 and 30 respectively, which was only 4 people different from average options. This suggested that though most students did not show much concern to those three features in E-V consecutive interpreting, they seemed not to be ignored by the rest.

However, the number of students who paid little or even no attention to prosodic features was quite noticeable. 17 students accounting for 20% sometimes considered tone in consecutive interpreting practice and 2% of students never paid attention to. Likewise, the proportion of third-year students paid little concern to accent, word and sentence stress, and tone was 17%, 16% and 10% in turn. Also, the percentage of students paying no attention to word and sentence stress, intonation was 2% while that of accent was 6%. Phrasing seemed to be the least ignored feature with only 6% of “sometimes” answers and no “never” was recorded.

Figure 5 and 6 shared the same pattern in terms of word and sentence stress, phrasing and accent in which most of them usually devoted attention to word and sentence stress and phrasing while accent received average attention in E-V consecutive interpreting. In contrast, they had different opinions of two other features. Unlike third-year students who tended to pay more attention to intonation and tone, their seniors only took average care to those features in interpreting. Moreover, the number of fourth-year students who sometimes or never attended to 5 prosodic features was higher than that of third-year fellows. This might indicate the fact that third-year students spent more time with prosodic features in E-V consecutive interpreting than students in their fourth year.

1.1.4. Assessment of third-year and fourth-year students of the two-dimensional effects of word and sentence stress on consecutive interpreting

Further thoughts of students towards the two-dimensional effects of word and sentence stress were elaborated in the two following figures.

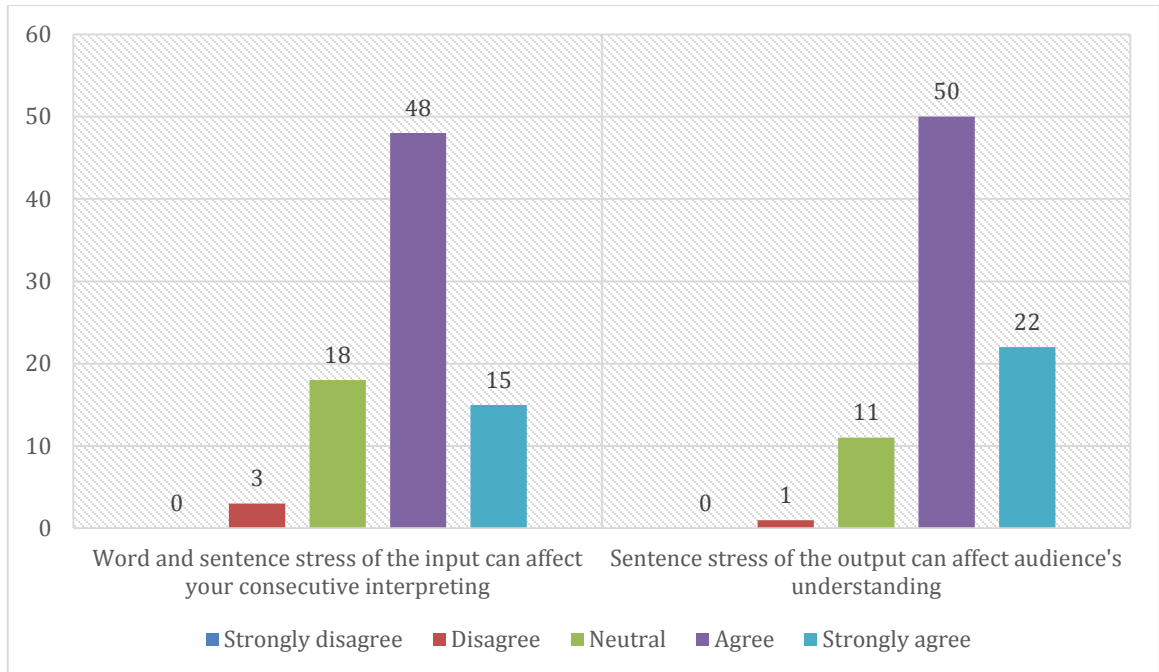


Figure 7. Third-year students' assessment of the importance of word and sentence stress in E-V consecutive interpreting

It could be seen from Figure 7 that most third-year students attached special importance to the effects of word and sentence stress in E-V consecutive interpreting in both directions. More specifically, 75% of the participants agreed that word and sentence stress of the input could affect the produce of consecutive interpreting and nearly 86% agreed that of the output could influence audience's understanding. Remarkably, quite a lot of them showed strong agreement to the two statements at about 18% and 26% respectively.

Meanwhile, only 21% of respondents remained neutral in terms of the first effect of word and sentence stress and neutral answers to its second effect was just about one-eights of respondents. In addition, the percentage of people who were against the statements was inconsiderable at under 4%.

In short, the majority of third-year students was aware of the importance of word and sentence stress in consecutive interpreting. They fully understood that it could affect their performance through input as well as output of the speech.

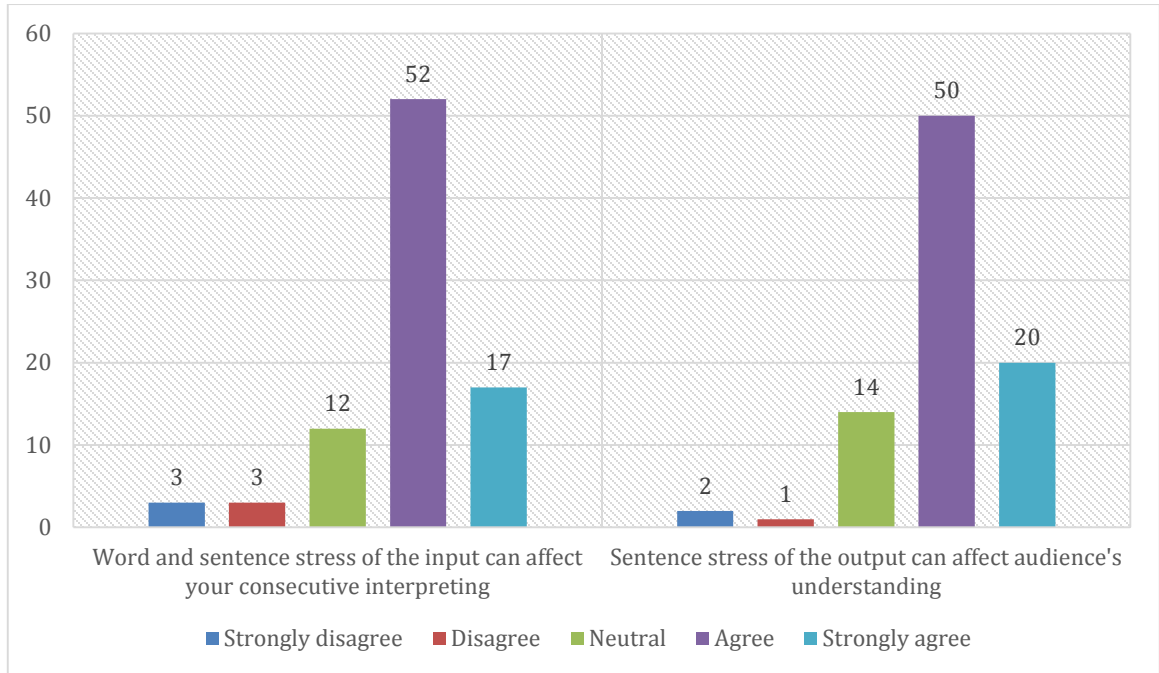


Figure 8. Fourth-year students' assessment of the importance of word and sentence stress in E-V consecutive interpreting

It was clear to see that fourth-year students have relatively identical opinions on the effects of word and sentence stress like the juniors. Nearly 80% of the seniors was in favor of the idea that word and sentence stress could affect the performance of E-V consecutive interpreting, one-fourth of whom strongly agreed to the statement. In terms of the effect of word and sentence stress in the output, 83% of the participants showed their agreement; noticeably, nearly half of them totally agreed to the statement.

In contrast, the number of seniors with neutral opinions on or objections against the statements was trivial. 7% of the students disagreed that word and sentence stress

could matter the performance of interpreting while the doubt about its influence on audience's understanding was merely around 4%.

In a word, similar to third-year students, the majority of fourth-year students came to an understanding that word and sentence stress in both input and output speech had an effect on the quality of consecutive interpreting.

1.2. The influence of prosody awareness training on the quality of consecutive interpreting from English into Vietnamese

First, this research analyzed the overall effects of prosody awareness training on the quality of consecutive interpreting from English into Vietnamese. To be more specific, overall scores of the pre-test and post-test were examined to see if there was any difference between control group and experimental group. Next, more details of the results were presented. In other words, the researcher took a closer look at each components of the tests to examine the hypothesis that prosody awareness training helped to push prosodic skills in E-V consecutive interpreting performance the most.

1.2.1. General impacts of prosody training program

No.	Student	Overall score	
		Pre-test	Post-test
Control Group			
1	A	73	74.3
2	B	60	68
3	C	80.7	80.6
Mean		71.2	74.3
SD		10.5	6.3
Experimental Group			
1	D	74.1	75.9
2	E	90.1	85.5
3	F	66.9	78.9
Mean		77.0	80.1
SD		11.9	4.9

Table 2. Overall scores of control group and experimental group in the pre-test and post-test

As can be seen in Table 2, control group improved their scores of the post-test when compared to that of the pre-test. Looking closer at each students, two of them experienced improvements while the other nearly maintained her score. However, in general, the average score of the group increased by 3.1. Likewise, experimental group also witnessed the improvements of almost all of the students. The average score of the group also increased although one of the student did not perform the post-test as well as the pre-test.

Interestingly, both control group and experimental group raised their scores in the post-test by 3.1. Therefore, it could be concluded that there was no difference between the two groups. Although experimental group received training on prosody, they did not outdo the control group who just learned the routine syllabus as proved in the research of Yenkimaleki & Heuven (2017). In brief, prosody awareness training was not much effective in bettering the overall performance of consecutive interpreting from English into Vietnamese.

However, unlike the pattern in the pre-test, experimental group was more homogenous in the post-test than control group. In control group, the standard deviation reached 10.5 in the pre-test while that of the post-test was 6.3. Regarding experimental group, although standard deviation of the pre-test was 1.4 higher, that of the post-test was lower at 4.9. It indicated that in the post-test, the scores of the experimental group were more tightly grouped around the mean than those of control group. Hence, students of experimental group had more homogenous performance in consecutive interpreting in the post-test than control group.

1.2.2. Impacts of prosody training program on prosodic components of test

Component scores of control group and experimental group in the pre-test and the post-test were presented in two tables below (see *Table 3 & Table 4*). Students were rated on ten different aspects of consecutive interpreting, three of which related to prosody (e.g. Accent, Pace and Voice).

In the previous part, findings showed that there was no difference between control group and experimental group in terms of improvement in the overall performance of the post-test. However, in this section, the researcher would look at individual rating items, particularly at those related to prosodic sub-skills to see whether prosody awareness training had a beneficial effect on prosodic features or not. Indeed, one of the course targets was to enable students to make comparison between prosodic features of the source language (English) and those of the target language (Vietnamese), thereby improving prosodic sub-skills in the target language.

Pre-test rating scale	Range	Control Group		Experimental Group		Difference (Exp. - Control)
		Mean	SD	Mean	SD	Mean
Accuracy	1-20	9.7	3.7	13.8	3.3	4.1
Omission	1-15	9.0	2.6	9.5	2.6	0.5
Overall Coherence	1-10	5.1	2.2	5.4	2.4	0.3
Grammar	1-7	7.0	0	7.0	0	0
Expression	1-7	6.3	0.6	6.6	0.4	0.3
Word Choice	1-7	7.0	0	6.9	0.2	-0.1
Terminology	1-7	3.4	1.6	4.2	2.8	0.8
Accent	1-7	7.0	0	7.0	0	0
Pace	1-10	8.7	0.9	8.7	1.0	0
Voice	1-10	8.1	1.2	7.9	0.9	-0.2

Table 3. Mean and SD of rating component scores of control group and experimental group in the pre-test

It could be seen from Table 3 that experimental group had better performance in the pre-test in terms of many rating scales, except for grammar, word choice, accent, pace and voice. While scores of grammar, accent and pace were similar, control group had better results in terms of word choice and voice.

From Table 4, it could be clearly seen that experimental group kept outperforming control group but in almost all of rating scales, except for overall coherence, grammar and accent which reflected no difference. Noticeably, prosodic features of experimental group (e.g. pace and voice) were boosted. While mean of the scores on pace and voice of control group stayed the same after the post-test, that of experimental group raised by 0.3 and 0.4 respectively. Though the figure was not considerably high, it still marked the improvement of experimental group after receiving prosody awareness training.

In a word, prosody awareness training did help to better prosodic skills of the target language in E-V consecutive interpreting.

Post-test rating scale	Range	Control Group		Experimental Group		Difference (Exp. - Control)
		Mean	SD	Mean	SD	Mean
Accuracy	1-20	10.0	1.8	13.3	2.5	3.3
Omission	1-15	10.0	2.3	10.2	0.3	0.2
Overall Coherence	1-10	7.7	1.4	7.7	1.4	0
Grammar	1-7	7.0	0	7.0	0	0
Expression	1-7	6.1	0.6	6.5	0.4	0.1
Word Choice	1-7	5.7	1.3	6.3	1.0	0.6
Terminology	1-7	4.1	1.4	4.7	1.0	0.6
Accent	1-7	7.0	0	7.0	0	0
Pace	1-10	8.7	0.6	9.0	0.7	0.3

Voice	1-10	8.1	1.2	8.3	1.1	0.2
-------	------	-----	-----	-----	-----	-----

Table 4. Mean and SD of rating component scores of control group and experimental group in the post-test

2. Discussion of the findings

2.1. Current awareness of third-year and fourth-year students majoring in translation and interpreting at FELTE, ULIS on prosody

Third-year and fourth-year students nearly seemed to concur with each other in the importance of different prosodic features in E-V consecutive interpreting. Regarding third year students, the majority of them considered that all five prosodic features namely word and sentence stress, intonation, phrasing, accent and tone contributed quite a lot to the performance of E-V consecutive interpreting. In accordance with this appreciation, many third-year students said that they usually paid attention to those features in practicing. However, the figure was not as high as the number of students who acknowledged the effects of prosodic features in consecutive interpreting. In addition, a considerable number of the respondents maintained neutral in evaluating the effects and even a higher number admitted that they did not paid much attention to prosody in interpreting practice. Therefore, it could be said that though many students appreciated the effects of prosody in E-V consecutive interpreting, not all of them spent an appropriate time commensurate with its importance.

In terms of fourth-year students who completed interpreting course at university, they did not appreciated prosodic features in E-V consecutive interpreting as much as the juniors did. High-rating on the influence of word and sentence stress, phrasing and intonation still made up large proportion while accent and tone were most evaluated as having “so-so” effect on consecutive interpreting. They accordingly paid little care to these two features in practicing interpreting. In addition, intonation,

word and sentence stress and phrasing did not get as much attention as expected. This result was quite surprising as regarding their longer period of time studying in the faculty, senior students might have more time exposed to interpreting, thus raising higher awareness and attention to prosodic features. However the reality was actually contrary to this assumption of the researcher.

In terms of specific effects of word and sentence stress on E-V consecutive interpreting, both types of surveyed subjects were well aware of its effects on comprehensibility of the input as well as output of speech. Almost all of third-year and fourth-year students understood that prosodic features of the input such as word and sentence stress could influence their listening. Meanwhile, word and sentence stress of their interpreted message could also hinder or better the understanding of audiences.

However, the majority of third-year as well as fourth-year students had no idea of prosody training in E-V consecutive interpreting. This could be understandable in the sense that prosody was marginalized in the syllabus of FELTE, ULIS. They got little touch to this concept and its application in enhancing the performance of E-V consecutive interpreting; therefore, 96% of third-year students and 86% of fourth-year students stated that they had not heard of prosody in consecutive interpreting before. However, it quite contrasted with the fact that they did pay attention to prosodic features in E-V consecutive interpreting practice. For example, about 70% of third-year students was frequently aware of phrasing and 52% of fourth-year students paid high attention to word and sentence stress in consecutive interpreting practice. Therefore, it could be inferred that most students might not be unfamiliar with the relationship between prosodic features and interpreting but be ignorant of the fact that prosodic features could be introduced into interpreting syllabus with designed lectures and exercises. Their awareness to prosodic features in E-V consecutive interpreting practice, thus, seemed not to be intense.

2.2. The influence of prosody awareness training on the quality of consecutive interpreting from English into Vietnamese

The findings of this research did not turn out to totally match with that of Yenkimaleki & Heuven's research (2017) which was chosen to a model one for the researcher to shadow. Ideally, thanks to prosody awareness training, the overall performance of experimental group was expected to be far better than control group and component scores related to prosody would be enhanced the most as proved in the research on the effectiveness of prosody awareness training on the quality of consecutive interpreting from English into Farsi. However, this research conducted with consecutive interpreting from English into Vietnamese failed to obtain exactly the same results.

First, regarding the overall performance of consecutive interpreting, after 5 lessons on prosody (particularly on stress at word and sentence level), experimental group achieved better results in the post-test. Although there was improvement after the post-test, it would be premature to conclude that prosody awareness training had a beneficial effect on experimental group as control group who did not attend those classes succeeded to attain the same progress. Mean of overall scores of both groups in the post-test both increased by 3.1 in comparison with the pre-test.

There were certain reasons that could account for this finding. Compared the research of Yenkimaleki & Heuven (2017), training program was shorter. Though maintaining the same number of training hours, the researcher in this paper shortened the number of sessions and increased the amount of time for each sessions. Instead of having 14 sessions with 20 minutes per each, the training program in this research only lasted 5 sessions with 1 hours 20 minutes per each. With longer time exposed to prosody lessons and practice, the students from Iran probably made steady progress in enhancing consecutive interpreting. In contrast, training time for Vietnamese students seemed quite rushed for them to make considerable improvement. In

addition, the researcher was not a professional teacher, thus lacking pedagogical knowledge. Therefore, difficulties to deliver the lectures were inevitable. As the experiment was not held in the most favorable conditions, it was hard to achieve the same results.

However, when taking the component scores of consecutive interpreting on the ten aspects into consideration, the hypothesis that prosody awareness training helped to benefit prosodic sub-skills the most was proved. Findings of this research clearly indicated that experimental group was the only group that had better scores in terms of prosodic features such as pace and voice. Indeed, in the research of Yenkimaleki & Heuven (2017), all three rating scales directly related to prosody namely accent, pace and voice were fostered. However, in Vietnamese, no group showed strong regional accent that was difficult to hear, therefore achieving a perfect score in this criterion. Hence, in this case, only pace and voice were a matter of concern to the researcher.

In the post-test, mean of the scores on pace and voice of experimental group outnumbered that of control group. More importantly, the score in the post test was far better than that in the pre-test. That is to say, after training program on prosody, students in experimental group adjusted their speaking speech more moderately and kept their voice calmer. This proved the idea of Yenkimaleki & Heuven stated in their research that “For successful decoding of input speech and encoding speech output in the non-native language, the L2 (foreign language) learners may benefit from an explicit comparison of the prosodic properties of his or her native language and those of the L2”. In this case, from what were taught about prosody in English, participants were supposed to make comparison of prosodic features of non-native language (English) and those of native language (Vietnamese) to better their performance in terms of voice and pace.

3. Chapter conclusion

This chapter presented researcher findings and further discussion on those findings. In brief, a large number of third-year and fourth-year students was aware of the importance of prosodic features in E-V consecutive interpreting. However, they did not know that prosody could be introduced into the course to enhance the performance of consecutive interpreting. In addition, though control group and experimental group made the same progress in the post-test, experimental group had better scores of prosodic features such as voice and pace.

CHAPTER 5: CONCLUSION

The last chapter featured the summary of the whole research. In addition, limitations of the study were pointed out and suggestions were offered for further study in this chapter.

1. Summary of the study

With an aim of testing whether prosody awareness training was actually beneficial in enhancing the performance of E-V consecutive interpreting, the researcher decided to conduct this research. It was hoped to create opportunities for students to experience the training which have not been introduced in the routine syllabus for interpreting trainees in FELTE, ULIS, whereby providing teachers and syllabus makers with empirical grounds for the application of prosody in teaching consecutive interpreting. This research was intended to answer two research questions related to current awareness of third-year and fourth-year students to prosodic features and effectiveness of prosody awareness training.

To conduct this research, quantitative methodology was employed. In the first phase, the research involved the participation of 231 third-year and fourth-year students in the faculty. Based on the theoretical background reviewed in Literature Review, a structured questionnaire was made to enquire students about the influence of prosody in consecutive interpreting and their attention to those features in practicing consecutive interpreting. Next, an experiment with the involvement of 6 third-year students was carried out to assess the effectiveness of prosody awareness training. They were divided into two groups namely control group and experimental group. Besides in-class routine syllabus, experimental group took extra classes on prosody, particularly on word and sentence stress. Pre-test and post-test were utilized to analyze the difference between those two groups before and after training course.

Regarding the findings, most third-year and fourth-year students seemed to be well aware of the importance of prosodic features in E-V consecutive interpreting.

Phrasing, intonation, word and sentence stress were agreed to play an important part in consecutive interpreting by the majority of both groups. Meanwhile, unlike third-year students who valued tone and accent with “very much” and “quite a lot” reaching more than 50% in total, most students in their fourth year did not appreciate these two features that much. Therefore, the amount of time they spent on these features was not significant. Likewise, intonation did not get much attention from fourth-year students in consecutive interpreting practice. In contrast, word and sentence stress and phrasing were frequently appreciated in practice by both seniors and juniors though the figure was not as high as the number of people who considered those features of utmost importance. However, when being asked about prosody awareness training, the majority of both groups admitted that they had not known about its presence in E-V consecutive training.

In terms of the experiment on prosody awareness training in consecutive interpreting from English into Vietnamese, the results turned out to be not much desirable. After training course, scores of experimental group did not show greater improvements than that of control group. Both groups raised their overall scores in the post-test by 3.1 in comparison with the pre-test. However, the program was promising in the fact that the component scores of experimental group on prosodic properties such as pace and voice were significantly increased in the post-test. In brief, though not making overall performance prominent, prosody awareness training was effective in enhancing prosody sub-skills of the experimental group.

2. Limitations of the study

Despite the hard efforts of the researcher, this study still contains some shortcomings that can be worked on to improve.

First and foremost, due to time constraint, the experiment was conducted in quite a short period of time. 5 lessons in the course within one month seemed not enough for students to enhance interpreting performance considerably.

In addition, the scale of the experiment is a matter of concern. Due to the difficulty to collect students who had the same schedule, 6 students were chosen to participate in the experiment, only three of whom received prosody awareness training. Therefore, it was hard for the researchers to assess whether prosody awareness training worked for all students.

Another problem is the researcher's bias and her lack of expertise in teaching. As the researcher was the one who gave lectures as well as assessed students' performance, undeniably, the evaluation was influenced by her subjective opinions.

3. Suggestions for further study

With regard to aforementioned limitations, future research is recommended to consider those following suggestions.

Later researchers could work on the same research problems but conduct a research with a larger scope to raise the reliability of the study. They are encouraged to deliver a higher number of training sessions, involve the participation of more students and the help of different raters to make the results more convincing and reliable.

Moreover, the effectiveness of prosody awareness training on consecutive interpreting from Vietnamese into English is also worth researching. Foreigners could be invited to assess the students' performance of V-E consecutive interpreting. As the researcher believes that native speakers will evaluate English prosodic features such as accent, pace and voice more accurately.

REFERENCES

- Anne, W. (2000). *The attitudinal effects of prosody, and how they relate to emotion* (Unpublished doctoral dissertation). University of Central Lancashire.
- Beare, K. (2017). *Pronunciation: Changing Meaning through Word Stress*. Retrieved December 18, 2017, from <https://www.thoughtco.com/pronunciation-changing-meaning-word-stress-1209026>
- Bloomfield, L., & Hockett, C. F. (1970). *A Leonard Bloomfield anthology*. Bloomington: Indiana University Press.
- Cheang, H.S.; Pell (May 2008). "M.D". *Speech Communication*. 50: 366–81. doi:10.1016/j.specom.2007.11.003
- Denes, P. B., & Pinson, E. N. (2015). *The speech chain: the physics and biology of spoken language*. Long Grove, IL: Waveland Press, Inc.
- Fox, A. (2010). *Prosodic features and prosodic structure: the phonology of suprasegmentals*. Oxford: Oxford Univ. Press.
- Jackson, C. N., & O'Brien, M. G. (2011). *The interaction between prosody and meaning in second language speech production*. *Die Unterrichtspraxis/Teaching German*, 44, 1–11.
- Kjelgaard M.M., & Speer S.R. (1999). *Prosodic facilitation and interference in the resolution of temporary syntactic closure ambiguity*. *Journal of Memory and Language*. 1999;40:153–194.
- Laver, J. (2008). *Principles of phonetics*. Cambridge: Cambridge Univ. Press.
- Lehiste, I. (1970). *Suprasegmentals*. Cambridge, MA, etc.: M.I.T. Press.
- Mannel. R. (2007). *Introduction to Prosody, Theories and Models*. Retrieved from <http://clas.mq.edu.au/speech/phonetics/phonology/intonation/prosody.html>
- Nooteboom, S. G. (1997). *The prosody of speech: Melody and rhythm*. In W. J. Hardcastle & J. Laver (Eds.), *The handbook of phonetic sciences* (pp. 640–673). Oxford: Blackwell.

- Nordquist, R. (2017, June 6). *The Power of Rhythm in Writing and Speech*. Retrieved March 6, 2018, from <https://www.thoughtco.com/rhythm-phonetics-poetics-and-style-1692065>
- Price PJ, Ostendorf M, Shattuck-Hufnagel S, Fong C. *The use of prosody in syntactic disambiguation*. Journal of the Acoustical Society of America. 1991;90:2956–2970. [PubMed]
- Roach, P. (2009). *English Phonetics and Phonology (4th ed.)*. Cambridge. pp. 153–4.
- Schafer A, Carlson K, Clifton C, Jr, Frazier L. *Focus and the interpretation of pitch accent: Disambiguating embedded questions*. Language and Speech. 2000;43:75–105.
- Stoyneshka, I., Fodor, J. D., & Fernández, E. M. (2010). Phoneme restoration methods for investigating prosodic influences on syntactic processing. *Language and Cognitive Processes*,25(7-9), 1265-1293. doi:10.1080/01690961003661192
- Wells, J. (2006). *English Intonation*. Cambridge. pp. 187–194.
- Yenkimaleki, M. (2017). *Effect of prosody awareness training on the quality of consecutive interpreting between English and Farsi*. Utrecht: LOT.
- Yenkimaleki, M., & Heuven, V. J. (2017). *The effect of teaching prosody awareness on interpreting performance: an experimental study of consecutive interpreting from English into Farsi*. Perspectives, 1-16. doi:10.1080/0907676x.2017.1315824

APPENDICES

APPENDIX 1: QUESTIONNAIRE

QUESTIONNAIRE

EFFECTS OF PROSODY AWARENESS TRAINING ON CONSECUTIVE INTERPRETING FROM ENGLISH INTO VIETNAMESE: AN EXPERIMENTAL STUDY

Hello, my name is Ngo Thi Hoai Thu from QH2014.F1.E20, University of Languages and International Studies. I am conducting a thesis in order to find out effects of prosody awareness training on consecutive interpreting from English into Vietnamese. Therefore, I would like to ask you to help by answering the following questions concerning your awareness of this issue. This is not a test and there are no “right” or “wrong” answers, so do not hesitate to state your minds. All your answers will be kept in confidentiality.

Thank you very much for your cooperation!

Note: There are quite a lot definitions of “prosody”. General speaking, in this thesis, “prosody” is associated to prosodic features such as word and sentence stress, intonation, phrasing, accent and tone.

PART 1: General question

Please tick the box.

Have you heard about *prosody* in interpreting training?

Yes No

PART 2: Awareness to prosodic features in English-Vietnamese consecutive interpreting

Please circle the number that best indicates your viewpoint.

1. To what extent do you think the following features affect the quality of English-Vietnamese consecutive interpreting?

	Not at all	Little	So-so	Quite a bit	Very much
Word and sentence stress	1	2	3	4	5
Intonation	1	2	3	4	5
Phrasing	1	2	3	4	5
Accent	1	2	3	4	5
Tone	1	2	3	4	5

2. How often do you pay attention to the following features in English-Vietnamese consecutive interpreting practice?

	Never	Sometimes	Average	Usually	Always
Word and sentence stress	1	2	3	4	5
Intonation	1	2	3	4	5
Phrasing	1	2	3	4	5
Accent	1	2	3	4	5
Tone	1	2	3	4	5

PART 3: Awareness to word and sentence stress in English-Vietnamese consecutive interpreting

Circle the number which best indicates the extent to which you agree or disagree with the statement.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Word and sentence stress of the input can affect your consecutive interpreting.	1	2	3	4	5
Word and sentence stress of the output can affect audience's understanding.	1	2	3	4	5

THANK YOU FOR YOUR TIME!



APPENDIX 2: LESSON PLAN OF TRAINING PROGRAM FOR EXPERIMENTAL GROUP

Lesson	Duration	Content
1	<i>15 mins</i>	Introduction to training program + course schedule + course targets
	<i>25 mins</i>	Introduce the importance of word and sentence stress
	<i>40 mins</i>	<p>Marking syllables: play a list of words/sentences and have learners count syllables and mark which syllables are stressed.</p> <p>Examples:</p> <p>Words: <i>economy, economic, product, productivity, sector, provide, analyze.</i></p> <p>Sentences:</p> <p><i>A study says moderate exercise several times a week is the best way for the over 50s to keep their brains in good working order.</i></p> <p><i>Australian researchers say combining aerobic activities, such as swimming, cycling or jogging, with muscle-strengthening exercises is most effective.</i></p> <p><i>They support the idea that taking up exercise at any age is worthwhile.</i></p>
2	<i>30 mins</i>	Theory on the rule of sentence stress, content and function words
	<i>30 mins</i>	<p>Identification of content and function words: Ask learners to underline content words and function ones in sentences when audio extracts are played for the students.</p> <p>Example: <i>Firstly, music and interpreting both require a good ear. As a musician, you play your instrument and you</i></p>

		<p><i>have to ensure that the music sounds good to your audience by listening to your output. So if you are a singer, for example, you need to sing in tune. If you are a pianist, you need to ensure the fluidity and passion of the music come through. Similarly, as an interpreter, you need to listen to the input and ensure that your output flow well that your tone of voice is nice to listen to and your interpretation is pleasant for your audience.</i></p>
	20 mins	<p>Marking syllables: play a list of words/sentences and have learners count syllables and mark which syllables are stressed.</p> <p>Examples:</p> <p>Words: <i>controversial, succeed, critical, intelligence, prominence, community, commentator, suggestion, neighborhood, distress, platform</i></p> <p>Sentences: <i>Environment ministers from about a hundred countries are meeting in Kenyan capital, Nairobi, to try to finalize a declaration to combat pollution.</i></p> <p><i>Challenges include banning the use of toxic lead in paint, and limiting the amount of plastic that finds its way into the ocean.</i></p>
	30 mins	Theory on Schwa sounds
	30 mins	<p>Identification of schwa sounds: Ask learners to underline schwa sounds in sentences when audio extracts are played for the students.</p> <p>Example:</p> <p><i>Despite this racial stereotyping and the discomfort I often felt, the learning I gained from other aspects of being at an</i></p>

3		<p><i>elite private school were incredibly valuable. I was encouraged by my teachers to explore my curiosity, to challenge myself in new ways and to deepen my understanding of subjects that fascinated me the most. And going to college was the next step. I was excited to take my intellectual drive and interest in the world of ideas to the next level.</i></p>
	20 mins	<p>Ask students to exaggerate stress production: Encourage students to exaggerate their production of stress and rhythm of words to identify the meaning.</p> <p>Example: <i>abort~about, absolve~absorb, admiral~admire, adapt~adopt, affect~effect, billow~bellow, beed~bide, come~calm, come~comb, deer~dear, reed~read, scene~sin, feel~fill, curious~curiosity, bit~beat, cat~cut, beard~burt, code~coat, mate~made, lope~lobe, cart~card, broke~brogue, back~bag, laid~led, paste~pest, fade~fed, barn~burn, lark~lurk, life~laugh, tight~tart, spike~spark, fear~fee, beard~bead, moor~more, dour~door, tour~tore, sure~shore, air~ear, steel~still, been~bin, half~huff, part~pat, wooed~wood, dark~dock, fill~feel, built~belt, lift~left, tin~ten</i></p>
4	30 mins	Theory on contrastive stress
	15 mins	Changing the meaning: Play words and phrases to the students using contrastive stress and then discuss the meanings.

	<p>Example: 'green house~green 'house, 'blackbird (a special bird)~black 'bird (any bird with black feathers), 'white house~white 'house, absent ('æbsənt~æb'sent), accent ('æksənt~ək'sent), addict ('ædɪkt~ə'dɪkt), address ('ædrəs~ə'drəs), attribute ('ætrɪbjʊ:t~ə'trɪbjʊ:t), compact ('kɒmpækt~kəm'pækt), console ('kɒnsəʊl~kən'səʊl), construct ('kɒnstrækt~kən'strækt), impact ('ɪmpækt~ɪm'pækt), object ('ɒbdʒɪkt~əb'dʒɛkt), record ('rɛkɔ:d~rɪ'kɔ:d), present ('prezənt~prɪ'zɛnt).</p>
20 mins	<p>Marking syllables: play a list of words/sentences and have learners count syllables and mark which syllables are stressed.</p> <p>Examples:</p> <p>Words: <i>climate, phenomena, global, danger, photograph, believe, winter, America, example, temperature, disruption, dreadful, nuisance, expensive.</i></p> <p>Sentences:</p> <p><i>Now sitting in the traffic jam and getting stuck in traffic. It's not just a nuisance to drivers, it also has a big impact on the economy in terms of loss of working time. In fact estimate puts the loss to the economy at as high as 20 billion pounds a year. So it is a very big problem and the problem that successive governments have tried to solve.</i></p>
15 mins	<p>Identification of content words: Fill in the blank when audio extracts are played for the students.</p> <p>Example: <i>In fact, it has become a highly issue. I think you could say that a real split has emerged between the and the people in England. The main fault line as you might expect is between people who live in the and people who live in the</i></p>

5	30 mins	<p>Marking syllables: play a list of words/sentences and have learners count syllables and mark which syllables are stressed.</p> <p>Examples:</p> <p>Words: <i>Dissect, individual, priority, beneficial, behavior, information, approach, predator, ecosystem, depend, fishery, tourism, Africa, algae, impossible, monitor, perspective, situation, movement, communicate, community, energy, critical, vulnerable, affect.</i></p> <p>Sentences: <i>We are going to talk about different sorts of crisis. People are talking about food crisis. Crisis has gone up economically. This is due to surging demand and developing economy and also due to great of prosperity worldwide. Crisis has gone up so much that for some basic food stuff, some basic commodities, people were beginning to wonder whether they would be able to afford them.</i></p>
	30 mins	<p>Identification of content and function words: Ask learners to underline content words and function ones in sentences when audio extracts are played for the students.</p> <p>Example:</p> <p><i>So it turns out that even when these fish are different species, they are connected within social networks which can provide information on when it's safe to eat. And our analyses indicate that fish simply copying other fish in their social network could account for over 60 percent of the algae eaten by the fish community, and thus could be</i></p>

		<i>critical to the flow of energy and resources through coral reef ecosystems.</i>
	<i>20 mins</i>	<p>Ask students to exaggerate stress production: Encourage students to exaggerate their production of stress and rhythm of words to identify the meaning.</p> <p>Example: <i>inter~enter, live~leave, bear~beer, hair~here, blue~blew, fair~fare, loud~load, blouse~blows, full~fool, would~wound, pull~pool, carve~curve, card~curd, fair~fear, stir~steer, bird~beard, sit~seat, slip~sleep, fit~feet, bit~beat, rid~read, ship~sheep.</i></p>

APPENDIX 3: POWERPOINT SLIDES OF TRAINING PROGRAM FOR EXPERIMENTAL GROUP

PROSODY AWARENESS TRAINING

EFFECTS OF PROSODY AWARENESS TRAINING ON CONSECUTIVE INTERPRETING FROM ENGLISH INTO VIETNAMESE: AN EXPERIMENTAL STUDY

Introduction

- Duration of the course: 5 lessons
- Content:
 - ✓ A pre-test to test participants' interpreting proficiency before the course.
 - ✓ 5 lessons on prosody training, particularly on word and sentence stress.
 - ✓ A post-test to test participants' interpreting proficiency after the course.

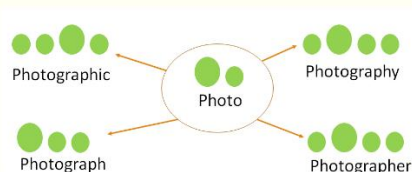


Course targets:

- Provide participants with knowledge on word and sentence stress
- Make participants aware of the importance of word and sentence stress in understanding the input in E-V consecutive interpreting.
- Indirectly influence participants' speech output in terms of word and sentence stress in V-E consecutive interpreting.

What is word stress?

- Stress is the relative emphasis that may be given to certain syllables in a word.



What is word stress?

A stressed syllable combines 5 features:

- It is l-o-n-g-e-r - (Ex: com p-u-ter)
- It is LOUDER - (comPUTer)
- It has a change in pitch from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.
- It is said more clearly -The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.
- It uses larger facial movements - Look in the mirror when you say the word. Look at your jaw and lips in particular.

What is word stress?

LET'S GUESS THE SENTENCES

1. DO WII NO HUE

→ Do we know you?

What is word stress?

2. EUROPE ART TOUGH IT

→ You're apart of it.

What is word stress?

3. EYE MALL OF MUSH SHEEN

→ I'm a love machine.

What is word stress?

4. JOG CLAY DIE SCREAM

→ Chocolate ice cream

What is word stress?

5. HYPE PEOPLE EARTH DUH HEY

→ Happy birthday

What is word stress?

6. IKE OTCHA

→ I got you! (I gotcha!)

What is word stress?

7. HIVE KOTTER BRAN NOOKIE

→ I've got a brand new key.

What is word stress?

8. ICE BANK MICE ELF

→ I spank myself.

Why word stress is important?

- Stressing the wrong syllable in a word can make it difficult to identify the word
- Stressing a word differently can change the meaning or type of the word:

"They will desert the desert** by tomorrow."*

- desert*
 - ○
- desert**
 - ○

SENTENCE STRESS

What is sentence stress?

- *Sentence Stress* is actually the "music" of English, the thing that gives the language its particular "beat" or "rhythm"



- In connected speech we do not hear a stress on every word. Some words lose their stresses, especially when we talk quickly, other words keep their stresses and these stressed syllables form what is called *sentence stress*.

Why sentence stress is important?

Identify key words of the sentence

- Ex 1: The beautiful Mountain appeared transfixed in the distance.
- Ex 2: He can come on Sundays as long as he doesn't have to do any homework in the evening.

Why sentence stress is important?

Better understanding of speaker's intention.


I did not say you stole my red hat.

- I did not say you stole my red hat. (Strong anger and denial of the fact)
- I did not say you stole my red hat. (But I implied it that you did. Did you?)
- I did not say you stole my red hat (I wasn't accusing you. I know it was someone else)
- I did not say you stole my red hat. (I said you did something else with it, or maybe borrowed it)
- I did not say you stole my red hat. (I meant that you stole someone else's red hat)
- I did not say you stole my red hat. (I said that you stole my blue hat.)
- I did not say that you stole my red hat. (I said that you stole my red hat. You misunderstood my pronunciation)

Basic rules of sentence stress

- content words are stressed
- Structure/function words are unstressed
- the time between stressed words is almost always the same

Basic rules of sentence stress



1	2	3	4
1 and	2 and	3 and	4
1 and a	2 and a	3 and a	4
1 and then a	2 and then a	3 and then a	4

- Ex 1: The beautiful Mountain appeared transfixed in the distance.
- Ex 2: He can come on Sundays as long as he doesn't have to do any homework in the evening.

Content words - stressed

words carrying the meaning	example
main verbs	SELL, GIVE, EMPLOY
nouns	CAR, MUSIC, MARY
adjectives	RED, BIG, INTERESTING
adverbs	QUICKLY, LOUDLY, NEVER
negative auxiliaries	DON'T, AREN'T, CAN'T

Structure words - unstressed

words for correct grammar	example
pronouns	he, we, they
prepositions	on, at, into
articles	a, an, the
conjunctions	and, but, because
auxiliary verbs	do, be, have, can, must

Exceptions

Sometimes can stress a word that would normally be only a structure word, for example to correct information.

"They've been to Mongolia, haven't they?"
"No, **THEY** haven't, but **WE** have."

Sentence stress

'Mary, younger, brother, wanted, fifty, chocolate, peanuts'

What is the similarity?

'Mary's younger brother wanted fifty chocolate peanuts'.

How should we stress?

'Mary's younger **brother** wanted **fifty** chocolate **peanuts**'

Match the sentence version to the meaning

Sentence	Meaning
1. I said she might consider a new haircut	a. Not just a haircut
2. I said she might consider a new haircut	b. It's a possibility
3. I said she might consider a new haircut	c. It was my idea
4. I said she might consider a new haircut	d. Not something else
5. I said she might consider a new haircut	e. Don't you understand me?
6. I said she might consider a new haircut	f. Not another person
7. I said she might consider a new haircut	g. She should think about it. It's a good idea

Let's correct together!

- Write 3 FALSE sentences
- Read the statements to your partner
- Correct each of the incorrect statements

For example:

"Christmas is in July."

- "No, Christmas is in *December*."

Let's hum!

Student A	Student B
I like pizza, pickles, and chips.	Not all together, I hope.
Would you prefer coffee or tea?	Tea, please.
Would you like some ice cream and cake?	No, thank you. I'm not hungry.
Next week we are flying to Rome.	Really? How long will you be there?
Is he going to the dentist?	Yes. He has a toothache.

Let's exaggerate stress production!

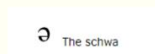
Exaggerate the production of stress and rhythm of words to identify the meaning.

inter-enter, live-leave, bear-beer, hair-here, blue-blew, fair-fare, loud-load, blouse-blows, full-fool, would-wound, pull-pool, carve-curve, card-curd, fair-fear, stir-steer, bird-beard, sit-seat, slip-sleep, fit-feet, bit-beat, rid-read, ship-sheep.

SCHWA SOUNDS

Why SCHWA sounds?

- Most common English sound - the schwa.



- Structure/Function words are said **faster** and at a **lower volume** than stressed syllables

→ vowel sounds lose their purity → often becoming a *schwa*

Why SCHWA sounds?

Example:

"How are you doing?"

/how'r yuh doin'/?

"What kinds of music do you like?"



Where are the SCHWA sounds?

- 1) How many brothers and sisters have you got?
- 2) How often do you play tennis?
- 3) What kind of music do you like?
- 4) What time do you usually get up?
- 5) How much does it cost?

- 1) How many brothers and sisters **have** you got?
- 2) How **often** do you play tennis?
- 3) What kind of music do you like?
- 4) What time do you usually **get** up?
- 5) How much does it cost?

CONTRASTIVE STRESS

Change the meaning

- Green house
- Blackbird
- White house
- Absent
- Accent
- Addict
- Address
- Compact
- Console
- Construct
- Impact
- Object
- Record
- Present

References

- A. L. (2008, July 21). 20: The Rhythm Rule and Sentence Stress. Retrieved March 21, 2018, from <https://pronuncian.com/podcasts/episode20>
- C. M. (2009, February). Teaching the schwa. Retrieved March 10, 2018, from <https://www.teachingenglish.org.uk/article/teaching-schwa>
- Esen, S. (2018, April). Stress And Intonation in English-Contrastive Stress. Retrieved April 10, 2018, from <https://owlcation.com/academia/Stress-And-Intonation-In-English-Contrastive-Stress>
- J. E. (2008). Word Stress and Sentence Stress. Retrieved February 8, 2018, from <https://www.englishclub.com/esl-articles/199610.htm>
- L. G. (n.d.). English sentence stress. Retrieved March 5, 2018, from <https://www.teachingenglish.org.uk/article/english-sentence-stress>
- Lockhart, T. (2015, September 30). Fun word and sentence stress warm up activity. Retrieved March 5, 2018, from <https://www.slideshare.net/taralockhart33/fun-word-and-sentence-stress-warm-up-activity>
- Word and Sentence stress in English. (2018, March 6). Retrieved from <https://greenforest.com.ua/journal/read/word-and-sentence-stress-in-english>