

The Influence of Teacher's Voice Type on the Performance of the Students in English at the University Level

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Abstract:

This study is concerned with the influence of teacher's voice on the performance of students in English at the university level. The data were prepared in the form of a questionnaire. The questionnaire included three sections. The first one included eight kinds of teachers' voices and six English language subjects which were taught at second year / English language Department / College of Basic Education. The second section included five Yes - No questions, while the third section consisted of questions on six subjects in the final exam of the first semester of the academic year 2017 - 2018. The participants were 26 undergraduate students majoring in English as a foreign language. It has been found that falsetto and soft voices occupy the first rank in positive effectiveness of students achievements. In addition to teachers' traits, flexibility of questions, and the nature of academic material are in deep correlation with each other in effectiveness on students achievements.

تأثير صوت المدرسين على اداء الطلبة في اللغة الانكليزية على مستوى الجامعة

المخلص:

هذه الدراسة تختص بدراسة تأثير نوع صوت المدرسين على اداء الطلبة في اللغة الانكليزية على مستوى الجامعة. تم اعداد بيانات الدراسة على شكل استبيان تضمن ثلاثة محاور. تضمن المحور الاول ثمانية انواع من اصوات المدرسين لست مواد بالانكليزية والتي درست في المرحلة الثانية / قسم اللغة الانكليزية / كلية التربية الاساسية. المحور الثاني من الاستبيان تضمن خمسة اسئلة للاجابة بنعم ام لا بينما تضمن الاستبيان الثالث او القسم الاخير من الاستبيان الاسئلة الامتحانية لنهاية الفصل الدراسي الاول للسنة الدراسية 2017-2018 لست مواد اكاديمية انكليزية. وكان المشاركون 26 طالبا في الدراسات الاولى / لغة انكليزية كلغة اجنبية. ولقد اظهرت الدراسة بان الصوت عالي الطبقة والصوت الناعم يحتل اعلى المراتب في التأثير الايجابي على مستوى اداء الطلبة. بالاضافة الى ان ميزات التدريسي فان مرونة الاسئلة وطبيعة المادة الدراسية في علاقة وطيدة في التأثير على اداء الطلبة

1. Introduction

There is no doubt that many researches have been done in aspects of teaching and learning. The bulk of the findings is in agreement that processes of learning require three main elements. These elements are the sender, receiver, and the message. The sender is represented by teacher, a student represents the receiver, and a message represents the material.

During the process of teaching, it is frequently the case that a teacher must use effective techniques. The use of voice is one of these techniques, and it is regarded as the most important factor. An audible voice is a prerequisite of oral teaching. In our daily life we are often confronted with the concept of identity; to enter certain buildings a card, a fingerprint or a voice recognition device will reflect our identity; genetic analysis is constantly used to prove paternity. Personality, frequently called character,

stands for a general pattern of behavior, of attitudes, tendencies and preferences that we show in our daily life, which all together make us as distinct individuals. Emotions seem to be a psycho-physiological process that triggers the cognitive evaluation of an object and implies physiological changes, subjective sensations and emotional process. The latter is characterized by expressive linguistic reaction (voice) which is one of the emotional process (Battachi et al. 1996: 21).

Variations of pitch may be related to relatively long stretches of speech, which may be many syllables in length and which corresponds to relatively large grammatical units such as sentence. Pitch variation used in this way is called intonation (Catford, 1994: 183). Change in pitch and intonation patterns carry a huge meaning, they are the main characteristics of voice. It is obvious that voice is a significant factor of

communication. Variation in pitch, intensity, quality of voice rate, inflection and rhythm are seen to be capable of revealing feelings, and what is meant by voice tone is simply the feeling expressed in the voice. Women have higher voice than men, because the vocal cords in human females vibrate more quietly than those of males with average fundamental frequencies of c.220 Hz for woman, but only c.120 Hz for man (Davenport & Hannahs 2010: 84). When we speak, we vary the rate of vocal cords vibration making our voices sound higher or lower, either deliberately for some specific effect (like imitating someone else) or unconsciously in the same way we raise or lower the velum for oral vs. nasal sounds, or use the front or back of the tongue for different vowels (ibid (2010: 85). Sound is produced when aerodynamic phenomena cause vocal folds to vibrate rapidly in a sequence of vibratory cycles with a speed.

Allport (1934) points out that there is a definite relationship between voice qualities and personality traits of the teacher. Agreement that personality variables are mediated by the voice seems reasonable. Conversely, Mehraba and Forriz (1967) found out that facial expressions like anger, sadness, joy, fear, and disgust and vocal components are also significant.

On the same vein, Slater (1981) isolated the effect of vocal variation, as a component of teacher enthusiasm upon student learning. Vocal enthusiasm was defined as variation in pitch and volume, vocal inflection, and pausing for stress of important points, and also the way that the words are expressed, such as the music of words, interruptions, loudness and accents; these verbal features affect the meaning of words. Slater compared the effect of vocal with nonvocal enthusiasm on student recall of videotaped lectures.

2. Hypotheses

This research is intended to test the following hypotheses:

1. The nature of voice has an effect on students' performance as well as the nature of academic material.
2. The nature of voice affects teacher's personality.
3. There is a correlated relationship between teachers' voice type and students' achievement in English.

3. Aims of the study

The present study aims at exploring:

1. The meaning of voice.
2. Categorisation of voice.
3. The influence of teachers' voice type on performance of students as well as the nature of academic material and teachers' personality.

4. Definitions of the terms

Voice: According to Trask (1996: 378-379) voice can be strictly defined as the "

natural and distinctive tone of the speech sounds produced by a particular person", or in other words, "any phonation type involving vibration of the vocal folds". According to Oxford Concise dictionary of linguistics 2007 voice is the vibration of the vocal cords in the production of speech. Normal or modal voice is distinguished in account of phonation or voice quality, from creak or creaky voice, or falsetto for whispery voice. Voice is the result of an air stream driving the vocal folds into vibration through a series of resonance chambers.

Phonetically, when the vocal cords are brought together and tightened somewhat, the air passing through causes them to vibrate, giving a humming effect known technically as voice (Roach, 1983; Roca and Johnson, 1999, 16). Roach states that variations in quality, can produce different sounding voice, such as those we might call harsh,

breathy, murmured or creaky (Roach,2010: 25).

Frequency: It is a technical term for an acoustic property of a sound, namely, the number of complete repetitions (cycles) of vibration in air pressure occurring in a second (Ladefoged, 2006:23). It is an important component in studying properties of the voice.

Tempo: the pace of delivery of speech, measured generally in Syllables Per Minute (SPM) or in Words Per Minute (WPM). It is the quantity, amount, or degree of something measured per unit of something else or the part of time something happens or is done during a particular period of time (www. Merriam-Webster.com).

Tension: The contraction or decontraction of the muscles of the throat. Phonetic features opposing tense and lax, or fortis and lenis (Matthews 2007).

Pitch: The rate at which vocal folds pluses recur, measured by the fundamental frequency of the sound wave it produces. In other words, the number of times the vocal cords vibrate in one second is known as the fundamental frequency, measured in ' cycles per second ' or Hertz and our perception of this rate of vibration is known as pitch (Davenport and Hannahs, 2010: 84). It is in deep relationship with intonation.

Loudness: The amplitude of the sound wave produced, measured by its intensity. The term "loudness" is used for the psychological sensation of a sound i.e. how the human ear judges the intensity. Intensity and loudness are not perfectly correlated as the sensation of loudness increases more slowly than the actual increase in intensity (Borden and Harris, 1984: 40). The average or overall sound pressure level in decibels provides

an indication of the strength of the vocal fold vibration. If a person speaks softly, the overall Sound Pressure Level (SPL) will be low. Conversely, if a person speaks loudly, the overall SPL will be high (Colton and Easper, 1990: 22 cited in Jónsdóttir, 2003:19).

Intonation: According to Roach (2010:119) there is no definition which is satisfactory, but any attempt at a definition must recognize that the **pitch** of the voice plays the most important part. It is a complex term, because it derives from the sum of several phonetic features. The use of pitch, in possible combination with loudness, tempo and pauses over a stretch of utterance to it can therefore be expected that such a complex prosodic element of speech conveys more information or that the information conveyed is more detailed. It can be said, it is a core of the voice.

5. Data Collection and Procedures

This study is concerned with the influence of teachers' voice type on the performance of students in English at the university level. The data were prepared in the form of a questionnaire. The questionnaire included three sections. The first one consisted of eight kinds of teachers' voices and six English subjects which were taught at second grade. The second section included five Yes–No questions. While the third section included questions on six subjects in the final exam of the first semester. The participants of this study were (26) undergraduate students majoring in English as a foreign language. They were from the second grade at the Department of English, College of Basic Education, University of Mosul for the academic year 2017 - 2018.

6. Types of Voice

Modal: (soft) the term "modal" refers to the resonant mode of vocal folds; that is

the optional combination of airflow and glottal tension that yields maximum vibration ([www. en.m. Wikipedia.org](http://www.en.m.Wikipedia.org)).

Falsetto: is a voice quality in which voiced sounds are produced with the vocal cords stretched and therefore thinner. Hence with a higher range of fundamental frequency, perceived as a higher pitch range (Matthews, 2007). Italian pronunciation: {fal'setto} of falso, "false" is the vocal register occupying the frequency range just above the modal voice register and overlapping with it by approximately one octave. It is produced by the vibration of ligamentous edges of vocal folds, in whole or in part. Falsetto, characteristic of phonatation by all genders, is also one of four main spoken vocal registers recognized by speech pathology. According to Cambridge Advanced Learner's Dictionary (2018) falsetto is a form of singing or speaking using an extremely high voice. A false

sound is always higher than a normal one. It involves the use of air to create a sound and more stress force on vocal folds ([www. Merriam Webster](http://www.MerriamWebster)).

Roughness: It is also called harsh. It is a periodic vibration of vocal cords, which is heard as friction involved in most cases producing of voicing with high intensity for shouting by people who have harsh or very high voice. It is a texture of surface on edge that is not smooth but is irregular and uneven (www.vocabulary.com). According to English Oxford living Dictionaries, it is the quality or state of having an uneven or irregular surface. Characteristics of rough voice in perception are: uneven bumpy sounds appearing to be unsteady short-term, but persisting over the long-term. Furthermore, modes of vibration of the vocal folds are not synchronized from point of physiologic components. Roughness is a sound quality that is also

related to the amplitude modulation characteristics of the acoustic stimulus. It is also as considered as one of the primary elements of voice quality associated with natural variations across normal voices and is a salient feature of many dysphonic voices (Eddins, et al, 2015: 3820)

Whisper: The vocal cords are close enough to vibrate but the air also passes continuously through them. Whisper is a way of speaking, not a phonation mode that provides for contrastive sounds. Nevertheless, it is a way of using the vocal folds that speakers of all languages employ. ([www. Istralianlinguistics.com](http://www.Istralianlinguistics.com)).

Breathiness: It is a combination of normal voiced phonation and whisper. This is usually defined as a vibration along the length of the ligamental folds, but with the arytenoid folds held slightly apart, as they are for whisper. ([www. phonetics](http://www.phonetics): An Interaction

introduction).When the closing phase of the vibration is not complete, there is a considerable airflow as, in /h/ sound simultaneously breathing and tone productions (Ladefoged 2006:143). Breathy voice conveys intimacy and sexiness, for instance, to sell a perfume or other personal hygiene products in a TV advertisements (Pennock-Speck (2005) Saz Rubio and Pennock-Speck (2008) cited in Herrero, 2009: 19).

Creakiness: Creaky voice is produced by holding the entire glottis laterally compressed but untended, except for a small opening near the anterior end, producing clear audible taps. It may also be called laryngealized. Creaky voice is a very low-pitched sound that occurs at the ends of falling intonation for some speakers of English. In creakiness the arytenoid cartilages are held tightly together so that the vocal folds can vibrate only at the anterior end. It is also

the case that in creaky voice the folds are not stretched from front to back as they are on higher pitches (

Ladefoged, 2006: 145).

Nasality: The perceptual effect in speech of a lowered velum which allows the air to come out through the nose (Davenport and Hannahs, 2010: 30; Roach, 2010: 46; Roca and Johnson, 1999: 62-64). The air is stopped in the oral cavity but the soft palate is lowered down so that the air can go out through the nose (Ladefoged, 2006:13).

7. Prosodic features and personal traits

Certain prosodic features directly reveal personal characteristics of the speaker. Scherer (2000) carried out research on the relations between our voices, our emotions and our psyche. He regards four measurable vocal dimensions, duration, intensity,

frequently and timbre. Joy correlates with higher frequencies, amplitudes and variability in tone.

Sadness correlates with lower frequencies, lower variability in tone, falling patterns of intonation and less articulation. Anger correlates with an overall high frequency and amplitude but decreasing frequency as speech progresses. Voice is either higher, extroverted or self – confident (Scherer, 2000:129).

The above mentioned vocal correlates of different basic emotions were stated by Scherer together with some attitudes such as confidence or indifference and even attitudinal dimensions such as activation.

The following table is an adaptation of these findings (ibid).

Emotion	Pitch level	Pitch range	Pitch variability	loudness	Tempo
Happiness / joy	high	?	Large	loud	Fast
Anger	high	Wide	Large	loud	Fast
Sadness	Low	Narrow	Small	soft	Slow
Confidence	high	?	?	loud	Fast
Activation/activity	high	Wide	?	loud	Fast

Henderer (1971: 13-14) states that voice change is a concomitant of personality change. Voice tone, as a mediator of personality, is a concomitant with differential individual functioning on facilitative dimensions; more specifically, those teachers whose voice tone is judged warmer or more sympathetic, less angry and less anxious will offer higher levels of facilitative conditions to their students than will teachers whose voice tone is judged

cooler or less sympathetic, angrier and more anxious. Herrero (2009) classifies voice labels and voice correlations of personality into phonetic labels and impressionistic labels. According to the first one (the high – pitched female voice) was judged as both high and fast, it belongs to the activity dimension of attitudinal psychology. In the ratings related to voice quality labels, breathiness and squeakiness provoked more judgments than tenseness,

huskiness or nasality. Concerning impressionistic labels voices perceived as self-confident are also perceived as strong, adult and extroverted, which might imply a certain correlation between these personality aspects. Voices categorized as friendly are also considered to be honest and kind, warm and soft.

8. Data Analysis and Results

This study has been planned in terms of three forms of a questionnaire: one was designed for analyzing the relationship between teacher's voice and students achievements in English, and the other two for identification of the relationship between academic material and teacher's voice and traits of the teacher. In order to analyze the data obtained from the questionnaire conducted in this research, the calculated Mean (M) and the Standard Deviation (SD) are used. The forthcoming is a

description of the questionnaires and the obtained results.

8.1 Questionnaire One: teacher's voice and subject

Questionnaire one was carried out on 26 undergraduate students (all native speakers of Arabic learning English). Eight types of teachers' voice and six subjects in English were used in this questionnaire. The participants were instructed to identify the type of teacher's voice in six subjects. Each voice has been explained for participants by the researches. The results of the test were interpreted.

Regarding the first hypothesis which reads " The nature of voice has an effect on students' performance as well as the nature of academic material " researchers used the percentage and the statistical means. Furthermore, to provide more evidence to consolidate the findings of the questionnaire, the researchers

discussed the procedures of scoring as having the higher and lower percentages in each of the labels of the questionnaire.

Table (1) below summarizes these percentages.

Table 1 Percentages of teacher's voice type and subjects

Subject Teacher's voice	Comprehension	Grammar	Poetry	Phonology	Composition	Conversation
Soft	13 (50%)	9 (35%)	7 (27%)	8 (31%)	1 (4%)	13 (50%)
Falsetto	9 (35%)	14 (54%)	10 (38.46%)	15 (58%)	1 (4%)	11 (42.30%)
Roughness	2 (8%)	3 (12%)	4 (15.38%)	-----	-----	-----
Whisper	2 (8%)	-----	-----	-----	3 (12%)	1 (4%)
Breathiness	-----	-----	3	3	1	1

			(12 %)	(12%)	(4%)	(4%)
Creaky	-----	-----	1 (4%)	-----	3 (12%)	-----
Nasality	-----	-----	1 (4%)	-----	3 (12%)	-----
Murmured	-----	-----	-----	-----	14 (54%)	-----

Table 1 shows that in comprehension, soft voice has ranked first in order. It constitutes 50% among other types. Following in rank is falsetto, which represented 34.6% of the types, while rough voice and whispering occupied the lowest, they were 7.69%. In Grammar, the case is completely different, falsetto ranked first in order. It constitutes 53.84% of the types. Soft voice was second in rank 34.6% while rough voice was 12%. In Poetry, the

results were noticeably different. Falsetto, was first in rank order, it represented 38.46%, while soft voice was second in order. It was 26.92 %, while rough was 15.38%, and breathy voice was 12%. Creaky and nasality were lower in order, they occupied 3.84%. In phonology, falsetto was first in rank. It represented 57.69 % of the total. Soft voice was next in order. It was 30.76 %, while the lowest one was breathy voice, it was 11.53 %. In composition,

murmured voice occupied the first order among other types. It was 53.84%, while whisper, creaky and nasal voices were equal. They were 11.53%. Soft, falsetto and breathiness were the lowest. They were 3.83 %. In conversation, soft voice ranked first in order. It was 50 %. Falsetto represented 42.30%. While whisper and breathy voice represented 3.84%.

The questionnaire shows moderate identification scores in comprehension and conversation for soft voice. Comparing the percentages of falsetto in phonology shows an increase in percentage. In grammar, this percentage decreased to be 53.84, and low in composition (3.84). On the same vein, murmured voice was 53.84%, however we can say that this is due to illness (unhealthy voice). Rough voice was missing in phonology, comprehension and conversation because there is no

teacher with a rough voice teaching these subjects. On the contrary, rough voice existed in poetry, comprehension and grammar with 7.69%. Creaky and nasality were equal in percentages, their score in composition was 11.53%, while it was low in poetry 3.84. The teachers who taught composition, poetry had rough voice. It is clear that soft falsetto is the highest, it is 57.69% in phonology. One of the reasons is that the teacher of phonology has a wide knowledge and a good experience and is familiar with the use of stress, intonation, assimilation, juncture and pitch in teaching phonology. Soft voice ranked medium in comprehension and conversation as this type of voice is suitable for these subjects. Roughness, whisper, breathiness, creaky, and nasality were almost low in some subjects, this case may due to the nature of human's ear, and because these types of voice appear strange for students. Murmured voice is

found in composition only, because the teacher of this subject has a problem in speaking, and this belongs to some articulatory properties.

8.2 Questionnaire two: teacher's traits and the students

To test the second hypothesis which reads " the nature of voice affects teacher's personality " a questionnaire was designed to test teacher's personality. It is a five-item questionnaire, see table 2 below.

N.	Question	Yes	No
1-	Does the type of voice affect personal traits?	22 (85%)	4 (15.38%)
2-	Are facial expressions important?	25 (96.15%)	1 (4%)
3-	Does teacher's voice affect students' achievement?	26 (100%)	
4-	Does teacher's voice affect students' achievement in English?	26 (100%)	
5-	Do you think that intonation, juncture, stress and	21	5

	pitch used by teachers affect your academic achievement?	(81 %)	(19.23%)
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Table 2 Teacher's Traits

The questionnaire was carried out by the same participants in this study, who were (26) undergraduate students in the second grade. A full description of the questionnaire was done, and the students were asked to choose "Yes" or "No" for each item up to their understanding and knowledge. They showed that answering with "Yes" ranged between 80% - 100%. On the contrary, answering with "No" ranked between 0% - 19.23%. The first item shows that voice type affects the personal traits of the teacher (84.61%) for "Yes" and (15.38) for "No". Undoubtedly, voice type reflects the personal traits of the teacher. Furthermore, voice sometimes attracts students' attention, and in another it may

be a warning for some careless or absent minded students. The answers for the second item show that facial expressions are important, they represented 96.15% for answering with "yes". The influence of facial expressions may be limited. As for the third item, teacher's voice affects and discussed the academic achievement in English, these items will be taken in detail in questionnaire3 (see the appendix 2 and table 3). Concerning the last item, a high percentage was given to the answer with "yes", which formed 80.76% while "No" ranked 19.23%. In general, any reading text or discussed subject in most cases for most students may not be understandable. While when a teacher uses pauses, juncture, stress and varying

intonation with pitch will play a successful role in teaching because he will draw the attention of the students and makes the lesson interesting.

8.3 Test three: teacher's voice and the academic achievements

In order to examine how teacher's voice affects students' academic

achievements, results of 26 undergraduate students for the first semester of the academic year 2017-2018 were taken. Table 3 below summarizes the percentages of students achievements in the test (see the appendix 2, it includes final questions of the first semester of the academic year 2017 – 2018).

Table 3 Students' achievements

Mark Subject	Excellent	Very good	Good	Merit	Pass	Fail
Comprehension	6 (23.07%)	6 (23.07%)	4 (15.38%)	5 (19.23%)	3 (12%)	2 (8%)
Grammar	6 (23.07%)	2 (8%)	2 (8%)	5 (19.23%)	6 (23.07%)	5 (19.23%)
Poetry	3 (12%)	7 (27%)	4 (15.38%)	7 (27%)	5 (19.23%)	-----

Phonology	1 (4%)	5 (19.23%)	8 (31%)	7 (27%)	4 (15.38%)	1 (4%)
Composition	3 (12%)	4 (15.38%)	8 (31%)	5 (19.23%)	1 (4%)	5 (19.23%)
Conversation	6 (23.07%)	5 (19.23%)	-----	9 (35%)	5 (19.23%)	1 (4%)

Table 3 shows that 23.9% of the students were excellent in comprehension, only 7.6% of them failed. In grammar 7.6% were very good, only 19.23% of them failed. In poetry, 26.9% were very good. There were no failure students in phonetics and phonology, 30.76% of the students were evaluated as good, 26.92% were merit, 3.84% failed. In composition, 30.76% were good, 11.53% were excellent and 19.23% failed. In conversation, 34.61%

evaluated as merit, 23.07% were excellent and 3.84% failed.

9. Discussion

The first important observation on the results mentioned above in table (1) suggests that our first hypothesis which is " The nature of voice has an effect on students' performance as well as the nature of academic material " is strongly confirmed. The statistical analysis has shown that falsetto voice is substantially affects the academic outcomes. Many teachers who have falsetto voice are able

to control the academic situation because ears of students are sensitive and as a result their nerve and brain respond to the teacher. The same case is for the soft voice. It has a substantial role in the academic achievements, and positively influences the process of learning. Soft voice is characterized by clarity, quietness, suitability, and familiarity among human beings. So the human's ear is attracted to it in most life situations. In general, whisper, breathiness, creaky and nasality are regarded, in rare occasions, incomplete voices. In other words, they are regarded as disturbing voices. These voices lack clarity, quietness, suitability, and familiarity. However, these voices constituted low percentages. It is clear that voices that man is familiar with contribute in reinforcing academic achievement, and the personal characteristics of the teacher. According to the statistical results of data analysis in table (2), the teacher has to familiarize

himself with the phonological issues. He should be familiar with stress, intonation, juncture, pitch that reflect substantial and important factors in the voice of the teacher.

Another issue observed in the data mentioned in table (2) is related to the results of "No" answers. The percentages showed negative attitudes. This can be attributed to the fact that some students are careless, others failed to understand some questions of questionnaire 2 some students did not take the research seriously.

In the third test, it has been found that the results are the same in subjects with different estimations, and in some different percentages. This belongs to the type of voice as we have already mentioned. More precisely, type of voice, nature of subject, nature of questions, all have relationship with personal traits and academic achievements.

10. Conclusions

On the basis of the results, the study arrived at the following conclusions:

1- There is a correlated relationship between teachers' voice type and students' achievements in English. Students perform well in English subjects when the type of teacher's voice is soft and falsetto. These voices are clear, familiar, and use suitable pitch. Conversely, roughness, whisper, breathiness, creaky, nasality and murmured voices have less effects on students achievements.

2- Teachers' traits have substantial effects on the achievements of students. The influence can appear in facial expressions, teachers style in explaining the subject matter and his/her techniques in using voice with high or low pitch, using stress, pause, and intonation. Moreover, emotions and teacher's mode play an important role in the process of

voice control whether he/she is happy, sad, angry, confident or in active mode.

3- There is a strong relationship between teacher's traits and nature of flexibility or difficulty of questions.

4- Nature of academic material has influence on students' performance regardless of the voice type and teacher style.

5- The type of voice significantly influences the academic achievements of students. Teacher's traits are in deep correlation with voice. The academic subjects are in deep relationship with voice and traits of the teacher.

11- Recommendations:

1- The teacher's voice is important and should be taken into consideration when testing teachers eligibility for teaching.

2- Voice, style of teachers, his / her management of class and other traits should be taken into consideration.

3- English teachers have to take exclusive courses in practicing phonological rules. The last one includes stress, intonation, pitch, rhythm, and flexibility or hardness of voice. Teachers of English should also attend courses in practical phonetics paying attention to stress, intonation and the pronunciation of words and sentences.

4- Nature of academic material should be taken into consideration, and there should be a right choice for type of voice which accounts for the nature of academic material, for instance, falsetto or soft voices are suitable for subjects of phonetics and phonology.

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Appendix 1

Questionnaire 1 Percentages of teacher's voice type and subjects

Subject Teacher's voice	Comprehension	Grammar	Poetry	Phonology	Composition	Conversation
Soft						
Falsetto						
Roughness						
Whisper						
Breathiness						
Creaky						
Nasality						
Murmured						

Questionnaire 2 Teacher's Traits

N.	Question	Yes	No
1-	Does the type of voice affect personal traits?		
2-	Are facial expressions important?		
3-	Does teacher's voice affect students' achievement?		
4-	Does teacher's voice affect students' achievement in English?		
5-	Do you think that intonation, juncture, stress and pitch used by teachers affect your academic achievement?		

Appendix 2

The following attachments include questions of the first semester of the academic year 2017 – 2018. On the basis of which we arrived at the results of test three.

Comprehension

Q1: Answer four of the following questions

- 1.What sort of people regularly visit the monastery in winter?
2. What was heard from bellow Titanic?

3. How would scientific be able to calculate the density of the atmosphere?
4. What did the officer think in the bottle?
5. Where did the two men load in the rubber dinghy?

Q2: Give the meaning of the following words:

Wretched, dinghy, packed, convinced, dreadful, regarded, troubled, surface, founded, cap.

Q3: Use any five of the following in meaningful sentences:

- 1.humanity 2.violin 3.if only 4.impression 5. Originality 6.whenever

Q4: Correct the words in brackets: (choose Five only)

- 1.If you had told me earlier, I (not go) there.
- 2.I wish you (do) as you are told.
- 3.I wish it was not raining. We (could / play) tennis.
- 4.Why are you wasting time? You (finish) your work.
- 5-We could have been flying to Spain now if we (buy) tickets in time.
- 6.You would change your mind if you (are) there.

Q5: Read the following passage carefully, answer the questions that follow then summarize it:

People become quite illogical when they try to decide what can be eaten and what cannot be eaten. If you lived in the Mediterranean, you would consider octopus a great delicacy. You would not be able to understand why some people find it repulsive. The sad truth is that most of us have been brought up to eat certain foods and stick to them all our lives.

No creature has received more praise and abuse than the common garden snail. Cooked in wine snails are great luxury in various parts of the world. There are countless people who have learned to associate snails with food. My friend Robert, lives in a country where snails are despised. As his flat is in a large town, he has no garden of his own. For years he has been asking me to collect snails from my garden and take them to him. The idea never appealed to me very much, but one day, after a heavy shower, I happened to walking in my garden when I noticed a huge number of snails taking a stroll on some of my prize plants. Acting on a sudden impulse, I collected several dozen, put them in a paper bag, and took them to Robert. Robert was delighted to see me and equally pleased with my little gift. I left the bag in the hall and Robert and I went into the living-room where we talked for a couple of hours. I had forgotten all about the snails when Robert suddenly said that I must stay to dinner. Snails would, of course, be the main dish. I did not fancy the idea and I reluctantly followed Robert out of the room. To our dismay, we saw that there were snails everywhere; they had escaped from the paper bag and had taken complete possession of the hall. I have never been able to look at a snail since then.

- 1- What is the name of the writer's friend?
- 2- Where is his flat?
- 3- Does he have garden or not?
- 4- What has been asking the writer to do?
- 5- What did the writer notice when he was walking in his garden?
- 6- What did the writer do with the snails?
- 7- Where did he take them?
- 8- Where did he leave the bag?
- 9- Where did the writer and Robert go?

- 10- What would be the main dish for dinner?
- 11- What did they see, when they go out of the room?
- 12- From where had the snails escaped?

Grammar

Q1: Put the verbs in brackets in the correct form. Choose any Five

- 1- I 've (make) the sandwiches.
- 2- You haven't (eat) very much.
- 3- We 've (have) our lunch.
- 4- Who 's (break) this glass?
- 5- It's warm because the heating has (be) on.
- 6- Have you (sell)r flat yet?

Q2: Make a composition between the past simple and the past continuous supporting your answer with examples.

Q3: Choose the correct answer in each of the following sentences. Choose any five

- 1-Scientisits (do not understand / are not understand) everything about the universe.
- 2-They disagree about some important fact. For example, (does it get / is it getting) larger or smaller?
- 3- Although they (don't agree/ are not agreeing) about everything, there are some facts about the universe which they are sure about.
- 4- Take the planet Venus, for example, there the temperature (reaches / is reaching) over 400C.

5- Another usual fact about Venus is that a day there (lasts / is lasting) longer than a year.

6- Many scientists still(search / are still searching) for life in other parts of the universe.

Q4: Show the difference between the following pairs of sentences:

A1-My wallet isn't here. I've left it behind.

A2-My wallet wasn't there. I'd left it behind.

B1-Mike has repaired the chair.

B2- Mike repaired the chair.

C1-Claire has gone to Australia.

C2- Claire has been to Australia.

D1- That man is an idiot.

D2- He is being an idiot this morning.

E1-The farmer owns the land.

E2- The farmer is buying the land.

Q5: Negate the following sentences:

1- I am getting the lunch ready.

2- Sarah faxes messages all over the world.

3- You know the answer.

4- I think is a good programme.

5- I had breakfast at six.

6- I knew what the problem was.

7- The weather has been awful.

8- Sarah and I had been to party the evening before.

9- We drove home.

10- The postman brought your parcel this morning.

Q6: State with examples the difference uses of the present continuous.

Poetry

Q1: Define seven of the following terms:

Kenning, Romance, The Symbolist Movement, Renaissance, The Lake Poets, Free Verse, The Classical Style, The Conversation poem.

Q2: Choose either A or B:

A: What did the poetry of the 18th century concentrate on?

B: Romantic Poets had many things in common. Discuss the main features of Romantic poetry.

Q3: Dryden used Satire and laid the foundation of the classical school. Explain.

Q4: Choose either A or B:

A: Identify the following statements as True or False then correct the false:

1-The Angles and the Saxons were Germanic tribes who settled in France.

2- Geoffrey Chaucer was the greatest poet of the middle ages.

3-The Vision of Piers Plowman is a great medieval work written by W. Shakespeare.

4- Thomas Wyatt was the first to employ the Italian sonnet.

5- Dryden's greatest contribution to English poetry was the Spenserian stanza.

6- Donne holds a special place amongst the Metaphysical poets.

7- Pope and his contemporaries referred to themselves as Augustans.

B: The Modern poetry was distinguishing by its language. Explain.

Q5: Refer the following poems to their writers:

The Fairie Queen, Lycidas, The Princess, The Waste Land, Paradise Lost, Songs of Innocence, Kubla Khan, Dover Beach.

Phonetics

Q1: Describe any Five of the following consonants giving three qualities for each sound.

/k/ /f/ /s/ /g/ /dʒ/ /m/ /w/ /n/.

Q2: Draw a diagram of speech organs showing the place of consonants articulation.

Q3: Draw a diagram showing the place of vowels articulation.

Q4: Define any Five of the following terms:

Vowels accent dialect R.P. Voiceless Diphthongs

Q5: Transcribe any Ten of the following words.

Teach	thin	tree	bread	wood	wool	heart
shop	soon	chair	shirt	new		

Composition

Q1: Define each of the following:

Subject, verb compound subject imperative sentence interrogative sentence
exclamatory sentence declarative sentence

Q2: Explain with examples the grammatical types of sentence.

Q3: Join each pair of the following sentences by using and, but, or, for, or so:

1-I dropped the dish. It didn't break.

2-It was raining. We couldn't go out.

3-He took a pen. He began to write.

4- I must go to bed now. I have to get up early.

6- It is sunny. We feel cold.

Q4: Correct the following fragments:

1-Who is standing there.

2-the woman in black.

3-when the rain ended.

4-because he waited too long.

5- that he told us.

6- if you come with me

7- whom I saw.

Q5: Correct the following run-ons:

1- I had a terrible day at school I lost y note book the teacher punished me.

- 2- I want to go to the circus I haven't any money.
- 3- My parents go shopping on Saturdays I stay home to take care of my brothers.
- 4- What a nice weather could we go for a week.
- 5- A strange man ask about you he was wearing a black coat and a long hat.
- 6- The bookshop is too near it's only a few minutes walking.

Q6: Re-write the following sentences correcting the misplaced modifiers:

- 1-The dress had already been purchased that she wanted.
- 2- I read the story when I got home with surprising ending.
- 3- The famous actor arrived late whom everyone hoped to see.
- 4- Falling heavily, she was watching the rain through the window.
- 5- He bought a key chain for his daughter with a whistle.

Conversation

Q1: Write TWO dialogues on "The London Underground"

Q2: Imagine you want to get a taxi by talking with the driver, and then start writing a dialogue with its title about situation.

Q3: Complete the following dialogues after writing their titles:

1-Title.....

A- Am I OK for Mary's Church?

B.....

A.....

B.....

2-Title.....

A-Excuse me, please. Could you tell me the way to the station?

B.....

A.....

B.....

A.....

B.....

Q4: On the light of the following situation, state the dialogue and write its title:

There are three London airport: Heathrow, Stansted and Gatwick.

Q5: Give an alternative on the following situational dialogue after writing its title:

A: When does the London train leave, please? A.....

B: Platform 3. B.....

A: What time does it reach London? A.....

B: You should be there at 11.31, but you may B.....

be a bit late.