



## Sustained Juncture in Teaching Spoken English: Application by Computer in Teacher Education

### Konuşma İngilizcesinin Öğretiminde Durgulamalı Kavşak: Öğretmen Yetiştirmede Bilgisayar Yoluyla Uygulama

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**ABSTRACT:** Junctures are suprasegmental phonemes which signal borderlines or transitions between or among the words in forms of short or long pauses in the flow of speech. The subject matter of this article is the sustained juncture, which is indicated by / → / sign, shows pauses between or among the words and in its phonemic structure the voice pitch neither rises nor falls by staying at a flat level, occurring before silence. It is a phoneme because it is able to change the meaning of words or sentences: this case can be proved by pitch patterns. Additionally, it is often used to indicate that you have not ended your thought or you have something more to say even if you prefer not to express them. A wrong use of sustained juncture makes the speech process an accented one. Therefore, the usages of sustained juncture must be specially unearthed in the training of non-native language teachers in Turkey. In this article, all of the meaning changing cases that are created by sustained juncture will be demonstrated from the voice of native speakers and by computer applications.

**Keywords:** plus juncture, close juncture, rising juncture, falling juncture, rise-to-fall juncture, all-to-rise juncture

**ÖZ:** Kavşak sesbirimi, sözcükler, sözcük öbekleri ve cümleler arasında kısa veya uzun süreli geçişleri sağlayan bir parçalarüstü sesbirimidir. Bu makalenin konusunu, sesletiminde sesin tınısının ne alçaldığı ne de yükseldiğini belirleyen, konuşma esnasında sessizliğin ortaya çıkmasından hemen önce oluşan ve / → / imi ile gösterilen durgulamalı kavşağın incelemesi oluşturmaktadır. Bu durgulamaların sözcüklerin ve cümlelerin anlamlarını değiştirme gücü, parçalarüstü bir sesbirim olduğu akustik yapıları gösterilerek kanıtlanacaktır. Ayrıca, konuşanların henüz anlatımları bitirmediğini, anlatmak istemese de söylemek istediği şeyler olduğunu da ifade etmek için kullanılır. Yanlış olarak uygulanması konuşmayı hatalı ve aksanlı duruma getirir. Anadili İngilizce olmayan öğrenci ve öğretmenlerin ve Türklerin ezgi eğitimine mutlaka özel olarak öğretilmesi gerekir, yoksa İngilizceye benzemeyen duraklamalarla dolu ve aksanlı bir ezgi biçimi ortaya çıkar. Bu makalede, kavşak sesbiriminin bütün oluşumları günlük konuşma ortamında nasıl kullanılacağı, bilgisayar programları yoluyla anadili İngilizce olan kişilerin kendi seslerinden dinletilerek gösterilecektir.

**Anahtar sözcükler:** açık kavşak, yükselen kavşak, alçalan kavşak, yükselen-alçalan kavşak, alçalan ve yükselen kavşak.

## 1. INTRODUCTION

The term juncture is defined as the pause we make during the speech incident. According to Hoard (1966: 96) the interpretation of junctural phenomena has been a vexing question in linguistics. In many phonetics and phonology books today, the study and analysis of junctures do not take place. An explanation for this missing case is given by Pei (1966:132), since no fusion takes place across the boundaries of these patterns, juncture belongs to rather to the level of phonology, for the prosodic features of stress, pitch, and duration automatically take care of it. The term juncture is also defined as the pause we make during the speech incident. The location of pauses carry crucial function in intonation (Pickering, 2002). Also called as “level intonation,” the level intonation contour with the accompaniment of sustained juncture can be encountered in 4,9 % of all utterances in English Dretzke (1988: 93; Crystal 1969: 225). On the one hand in spoken English, it is a potential segmentalizer of stream of speech into pauses, and on the other hand, in written English it is an indicator, signaling where to divide and organize the phrases, main clauses and subordinating clauses in relation to what the writers aim to mean.

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## 2. THEORETICAL BACKGROUND

Juncture is "the relationship between one sound and the sounds that immediately precede and follow it" (Roach, 1988:110). In other words, "Juncture is the label given to a number of features which may occur at the boundary between two words in connected speech such that, even though the two words may be fully linked together, the boundary between them is nevertheless unambiguous and clear" (Underhill, 1994:68). They can easily be a cause of misunderstanding. Linguistically speaking, since 1933, the presence of junctures was known (Bloomfield, 1933). Bloch and Trager (1942) first introduced the plus juncture (an open internal juncture) to indicate a word boundary, and that later Trager and Smith (1951) added certain varieties of juncture to describe pauses or terminations in longer utterances with particular pitch changes in speech. Beyond the word and phrase level utterances, falling terminal juncture, rising terminal juncture, rise-to-fall terminal juncture, and fall-to-rise juncture phonemes are studied in syntactic phonology. The sustained terminal juncture phoneme was indicated by a sign like /|/ in Bloch and Trager (1942) and Trager and Smith (1951) tradition, and in IPA favors a sign like /→/, which will be used in this research. It always harbors a stretch of silence in the stream of speech.

### 2.1. Juncture Types in English Intonation

Junctures are also known as 'pauses' (Cenoz, 1998; Bada, 2006; Hu, 2007; Strangert, 2004, March). In modern standard English, there are seven different juncture phonemes, as demonstrated by figure 1 given below, each which is able to change the meaning of words, phrases, clauses, and sentences; they can additionally indicate breathing, demarcations on the boundaries of linguistic structures, cognitive planning, hesitations, and communicative functions in read and spontaneous speech. The presence of juncture phonemes in English intonation can be epitomized as follows:

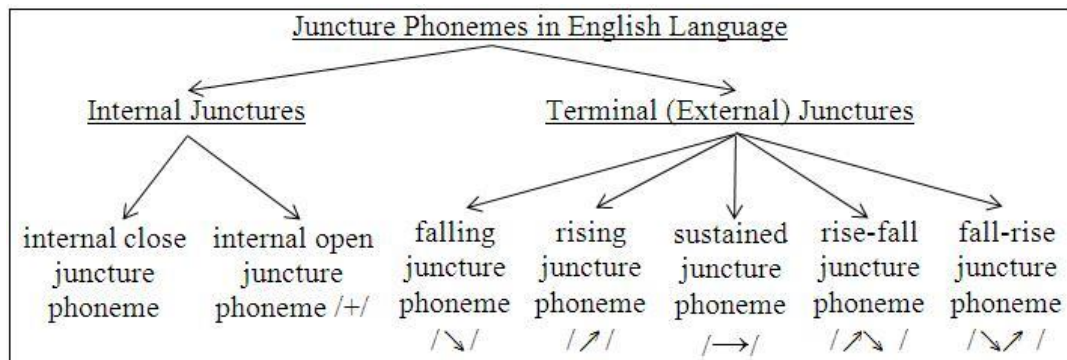


Figure 1: Types of Junctures in English, adapted from Demirezen (2013: 207)

### 2.2. The phonemic structure of sustained juncture

In a great majority of cases, juncture causes difficulties of production and perception to Turkish students and teachers of English because there are a number of differences between the words when they are enunciated in isolation and in the context of connected speech. The sustained terminal juncture, just like other juncture types, is able to change and meaning of utterances in connected speech. Minimal pairs are the real demonstrators of phonemes.

The following pitch patterns in terms of acoustic diagram of the sentences given below are downloaded via text to speech labs and the Audacity program of 1.2.6. within Audio Tract, Mono 44100Hz, Solo, 32 bit-flat Wav form.

In the structure of defining and non-defining clauses in the following examples, they change the meaning of utterances:

All of the books, **which had pictures in them**, were sent to the little girl.  
/all+of +the+ books → which+ had pictures +in+ them →were+ sent +to +the +little+ girl/



Figure 2. Sample acoustic diagram

(Meaning: She got **ALL** of the books; open spaces indicate the presence of sustained juncture.)

All of the books **which had pictures in them** were sent to the little girl.  
/all+of +the+ books + which+ had pictures +in+ them +were+ sent +to +the +little+ girl/

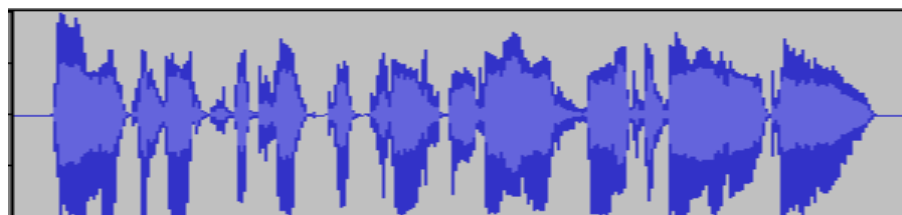


Figure 3 . Sample acoustic diagram

All of the books which had pictures in them were sent to the little girl. (Meaning: She got **ONLY** those books which had pictures in them; no open spaces are detectable). (Eckersley and Eckersley,1960: 323)

Here is another demonstration:



Figure 4 . Sample acoustic diagram

Parents, **who are indifferent to their own kids' success**, are very bad parents.  
/parents → who+ are+ indifferent +to +their+ own kids'+ success→ are +very+ bad+ parents/  
(**ALL** of the parents are bad; open spaces indicate the presence.)

In the following wave length, the meaning of the same utterance changes:



Figure 5. Sample acoustic diagram

Parents **who are indifferent to their own kids' success** are very bad parents.

/parents+ who+ are+ indifferent +to +their+own kids'+ success+ are +very+ bad+ parents/

(Meaning: **ONLY** the parents who are indifferent their own kids' success, are very bad parents.)

(Demirezen, 1993:49).

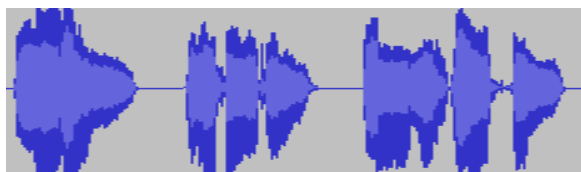
Another example is that in an American university, a sentence like '**Woman without her man is nothing.**' was given to the students, who punctuated it as follows:



Woman,            without her man, is nothing.

Figure 6. Sample acoustic diagram

/Woman→ without her man→ is nothing/ (Meaning: A woman is helpless without her man; large open spaces that take place after the word 'woman' and 'man' in the screen are the evidences of the presence of two sustained juncture phonemes).



/Woman → without her → man is nothing/ (Meaning: A man is helpless without his woman)  
 Woman: without her, man is nothing.

Figure 7. Sample acoustic diagram

Apparently, the open spaces after the word 'woman' and after the word 'her' demonstrate that there are two sustained juncture phonemes, the first of which is indicated by (:) and the second by (.). It must also be noted that the wave lengths of 'Woman, without her man, is nothing,' and 'Woman: without her man, is nothing,' are not the same on the screen.

Apparently, sustained terminal juncture as a suprasegmental phoneme is a boundary marker located at phrase boundaries wherein the pitch falls slightly as the related syllable of the phrases boundary fades. The location of pauses carries crucial function in intonation (Pickering, 2002). The precise length of pause will vary depending on the speech of utterance; in slow, clear speech all the pauses will be longer than in faster speech. Consequently, the comparative difference between the pauses is more important than the exact length.

### 2.3. Juncture Studies Being Neglected in Teacher Education

In many phonetics and phonology books today, the study and analysis of junctures do not take place. Harris (1951) introduced the term juncture to replace 'syllabification' features to signal the differences between two such phrases like *a name* and *an aim* or *I scream* and *ice-cream* in order to account for such cases. Moreover, Trubetskoi (1958) holds that pauses are always possible in speech, and phonetic peculiarities with demilitative and demarcative functions serve to replace for these pauses. Yet Haugen (1972) insisted that juncture cannot account for all such segmentations. Bloomfield (1933) indicates juncture as a difference in

stress. As stated before, in many phonetics and phonology books today, the study and analysis of junctures do not take place. An explanation for this missing case is given by Pei (1966:132), since no fusion takes place across the boundaries of these patterns, juncture belongs to rather to the level of phonology, for the prosodic features of stress, pitch, and duration automatically take care of it. But still this claim is not true since Sustained juncture phoneme has special acoustic correlates in English intonation. The term juncture is also defined as the pause we make during the speech incident. The location of pauses carries crucial function in intonation (Pickering, 2002).

### 3. A GENERAL DISTRIBUTION OF SUSTAINED JUNCTURE PHONEME IN NORTH AMERICAN ENGLISH

There are two special juncture phonemes to separate the words: open plus juncture and sustained terminal juncture. The open plus juncture /+/ phoneme separates the words in phrases from each other, but the sustained terminal juncture phoneme sets apart word groups like not only phrases but also clauses within simple, compound, complex, and compound-complex sentences. After the open juncture /+/, and after the sustained, or level terminal /→/, the pitch is held steady and the sound is cut off more or less sharply; there may be or may not be a distinct interval of silence after the cut, before the sound begins again (Wadhwa, 2005:48). The following distributions of the sustained juncture phoneme can be taught by computer in relation to text to speech labs and audacity programs.

#### 1. Sustained juncture used in appositive phrases:

Vaughan (2002: 27) gives the following sentences for pausing:

1. (a). My aunt who lives in Leeds is coming for Christmas.

1. (b). My aunt, who lives in Leeds, is coming for Christmas.

(a). 'Joe,' said the boss, 'is stupid.'

(b). Joe said the boss, is stupid.

2. Counting up things or giving a series of things:

2. (a). I met the Chief Executive (Mary Smith) and the Company Secretary (2 people).

2. (b). I met the Chief Executive, Mary Smith, and the Company Secretary (3 people).

3. In direct addresses: 3. (a) I don't know John.

3. (b) I don't know, John.

c). I'm going to see Uncle Ken.

d). I'm going to sea, Uncle Ken.

4. Emphatic Speech.

4. (a). I'm going to.

4. (b). I'm going, too.

Sample sentences given below from (5 to 10) are adapted from Longman Dictionary of American English (2004):

#### 5. Compound sentences extended with a dash without a conjunction:

Ignore him; he's just trying to be cute.

/Ignore him → he's just trying to be cute↘ /

Don't worry about the kids - they just need time to adjust.

/ Don't worry about the kids → they just need time to adjust↘ /

#### 6. It is used in between compound sentences with or without conjunctions:

**With conjunctions:**

It was 11:30 at night and nobody was around.

/It was 11:30 at night → and nobody was around/

We're not rich, but we are comfortable.

/We're not rich→ but we are comfortable↘ /

He was wrong, but he won't admit it.

/He was wrong → but he won't admit it ↘ /

I knocked, but there was no answer.

/ I knocked → but there was no answer↘/

**Without conjunctions**

A comma can indicate the existence of a sustained terminal juncture:

She didn't do it on purpose, it was an accident.

/She didn't do it on purpose → it was an accident↘/

He doesn't care, Laura - it's just an act.

/ He doesn't care → Laura → it's just an act↘ /

It's all right, Mommy's here.

/ It's all right → Mommy's here↘/

His coat was wrinkled and his hat was askew.

/His coat was wrinkled → and his hat was askew↘/

**7. It is used in between compound, complex, and compound-complex sentences.**

Gina came on Monday, and I got here the day after. (**A compound sentence**)

/Gina came on Monday → and I got here the day after⊆ / (**A compound sentence**)

Although the car's old, it runs well. (**A complex sentence**)

/ Although the car's old → it runs well ↘ /

No, I'll do it, although I appreciate your offer. (**A complex sentence**)

/ No→ I'll do it→ although I appreciate your offer⊆/

If you break the rules, you will be punished accordingly/ (**A complex sentence**)

/ If you break the rules → you will be punished accordingly⊆/

She says she's thirty, but then again she might be lying. (**A compound-complex sentence**)

/She says she's thirty → but then again she might be lying⊆ /

As soon as we suspected it was a bomb, we alerted the police. (**A complex sentence**)

/As soon as we suspected it was a bomb → we alerted the police⊆/(**A complex sentence**)

I'm not surprised he left her, after the way she treated him. (**A complex sentence**)

/ I'm not surprised he left her→ after the way she treated him /

*I'm sorry I forgot; I promise I'll make it up to you.* (**A compound-complex sentence**)

/I'm sorry I forgot → I promise → I'll make it up to you⊆/

*I thought he was really hurt but he was just faking it.* (**A compound-complex sentence**)

/I thought he was really hurt → but he was just faking it⊆/

*One summer morning, which was particularly hot, I hung up my coat outside the door before I went to the classroom.* /One summer morning → which was particularly hot → I hung up my coat outside the door → before I went to the classroom/ (**A compound-complex sentence**)

*To my horror, when I looked in the inside pocket, I discovered that my pen, which I valued so much, was not there.* /To my horror → when I looked in the inside pocket → I discovered that my pen → which I valued so much → was not there/ (**A compound-complex sentence**)

### **8. It is used word-initially, word-medially, and word finally in any kind of extended sentences:**

#### **Word-initially:**

By the time he arrived, the room was already crowded.

/By the time he arrived → the room was already crowded/

Tonight, heavy rains will be accompanied by high winds.

/Tonight → heavy rains will be accompanied by high winds/

According to our records, you still have six of our books.

/According to our records → you still have six of our books/

Yes, I'm acquainted with Roger.

/Yes → I'm acquainted with Roger/

At its widest point, the river is 2 miles across.

/At its widest point → the river is 2 miles across/

Actually, I think I'll stay home tonight.

/Actually → I think I'll stay home tonight /

Shortly after our arrival in Toronto, Lisa got sick.

/Shortly after our arrival in Toronto → Lisa got sick/

As I mentioned in my letter, I plan to arrive on the 6th.

/As I mentioned in my letter → I plan to arrive on the 6<sup>th</sup>/

#### **Word-medially (in appositive phrases):**

We discussed, among other things, ways to raise money.

/We discussed → among other things → ways to raise money/

She is, for the most part, a fair person.

/She is → for the most part → a fair person /

#### **Word-medially without appositive phrases:**

Money, per se, is not usually why people change jobs.

/Money → per se → is not usually why people change jobs/

As for racism, much progress has been made, but there is still much to do

/As for racism → much progress has been made → but there is still much to do/

With electric cars, the development costs are high, but there is a big environmental payoff.

/With electric cars → the development costs are high → but there is a big environmental payoff  
/

The movie is poorly made, but having said that, it's still a cute picture to take the kids to.

/The movie is poorly made → but having said that → it's still a cute picture to take the kids to/

#### **Word-finally:**

Day after day we waited, hoping she'd call.

/Day after day we waited → hoping she'd call↘ /

Continue mixing, then add flour.

/ Continue mixing → then add flour↘ /

He stood among the huge piles of papers, frowning.

/He stood among the huge piles of papers → frowning/

The president is still very popular, according to recent public opinion polls.

/The president is still very popular → according to recent public opinion polls↘/

I'd like to open an account, please.

/ I'd like to open an account → please↘/

They walked past, balancing heavy loads on their head.

/They walked past → balancing heavy loads on their head↘/

### **9. It is used in between interjections:**

Ah, yes, I see what you mean.

/Ah → yes → I see what you mean↘/

Don't move, you're under arrest!

/ Don't move → you're under arrest↘ /

Jenny, I'm surprised at you.

/ Jenny → I'm surprised at you↘/

### **10. In colloquial usage**

Kelly (2000:112) confirms that context in which words occur plays an important role because it always makes it clear where the boundary comes. A speaker can place a sustained juncture anywhere in the sentence as s/he wants to make the emphasis in relation to thought groups:

Newspapers attacked the President for failing to cut taxes.

/Newspapers attacked the President → for failing to cut taxes↘/

The plane crashed while attempting an emergency landing.

/The plane crashed → while attempting an emergency landing↘/

He died when he attempted to rescue his wife.

/ He died → when he attempted to rescue his wife↘ /

Divorced parents shouldn't bad-mouth each other in front of the kids.

/Divorced parents → shouldn't bad-mouth each other in front of the kids↘/

We need an assistant who's really on the ball.

/We need an assistant → who's really on the ball↘/

It must be noted that before the voice cut off at the open plus juncture and sustained terminal juncture phoneme in the word groups or syntactical elements, there may be an appreciable prolongation of sound; by sustained terminal juncture phoneme, this prolonging action is slower, and more noticeable than in open juncture (Wadhwa, 2005; Roach, 2007). In kinesic organization of stream of speech, juncture patterns may show some related parallels. Birdwhistell (1970a) reports that a lowering of a gesticulating body part co-occurs with a falling terminal juncture in speech and that where a gesticulating body part is sustained or held at the end of an utterance, the pitch of the voice is also either sustained or raised. It is very normal to



expect in questions where the voice of the pitch is raised or held, the head or hand is also raised or sustained simultaneously.

#### 4. CONCLUSION

Sustained terminal juncture is said to be superposed on the segmental phonemes in and among the segmental phonemes; therefore, it is called a suprasegmental phoneme. Since it is used to break up the whole utterance into groups, as Roach (2009) indicated, a sentence is an easy unit to work with, and the full stop ("period" in American English) or British English clearly marks its boundaries. In English, a sustained terminal juncture phoneme (/→/) is found between "thought groups" in forms of pauses within a sentence, indicating level pauses of two types: a short pause of at least 0,3 of a second, and a longer one of at least 0,5 second, dividing continuous speech into small, identifiable units. The pitch of the voice pitch neither rises nor falls when the pauses are made. Since the position of it can cause a perceptual difference, a potential misunderstanding comes into being in the phrasal and sentential utterances. It is, therefore, usually recommended that students and teachers of English should practice making and recognizing such differences. According to Jenkins (2005:45), "Students have problems in dividing the stream of speech into word groups or word units..... Failure to divide the speech stream into these units can result in grammatical ambiguity or misinterpretation". This kind of failure is against the pragmatic competence in clear speech, making the utterances sound non-native-like and unnatural. Punctuation is a help to spot the place of a sustained terminal juncture; such punctuation marks like comma (,), semicolon (;), colon (:), and dash (-) may show the presence of a sustained terminal juncture.

The relation between pause occurrence and speech intelligibility is certain (Paterno, 2003). Analyses of the natural occurrence of pauses from clear/slow speech indicate a correlation between pauses occurrence and intelligibility (Bradlow et al., 2003; Picheny et al., 1986). Nonnative teachers of English should frequently use pauses in their speech because, as Picheny et al. (1986) reported, the number of occurrences of pauses and the average duration of pauses for clear speech can exert serious impacts on intelligibility.

In the analysis of conversational and clear speech more pauses are heard, such pauses can serve as acoustic cues to the more difficult word boundaries for spoken English. Artificial pauses can cast doubt on a contributing role of pauses to the high intelligibility of clear/norm speech (Uchanski et al., 1996). Several studies have addressed the possible effect of speaking rate on the high intelligibility of clear speech. Two studies evaluated artificial manipulations of the speaking rate of conversational and clear speech, using uniform time-scaling (Picheny et al., 1989) and non-uniform time-scaling (Uchanskiet al.,1996).

The perception and productions of juncture phoneme in teacher education has never received serious recognition in the departments of English language education at the Faculty of Education in Turkey (Demirezen, 2009). It has been discovered, as a crucial finding in this study, that there is no room for the teaching of suprasegmental phonemes in the four-year program in the curriculum of the departments of English language education. Juncture phonemes are just one part of the intonation, which also includes stress and pitch phonemes. Without a systematic teaching of juncture phonemes no near native-like intonation is achievable because juncture phonemes are potential determinants of building non-native accents. That's why the intonation of a great majority of non-native teachers in Turkey sound unnatural and accentuated. The perception and application of English sustained juncture phoneme in itself in speech constitutes a serious problem to the Turkish teachers and students of English language, it can neither be easily heard nor properly produced by them (Roach, 2009). Non-native teachers and students of English must learn how to properly use junctures in close relations to stress phonemes in a phrases, clauses, and sentences in connected speech: there is a great need to do inservice-teaching on this issue.

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## Uzun Özet

Yabancı dil eğitim ve öğretiminde bazı dil öğeleri, yazılı metindeki konumlarına bile bakılarak anlaşılabilir ve öğretilmez. Bu öğelerden birisi de parçalarüstü sesbirimlerinden (suprasegmental phonemes) kavşak sesbirimleridir. Bu gibi edinimi zor olan öğeler, mutlaka anadili İngilizce olan kişilerin konuşmalarından dinlenmeli ve ses yapısı olarak ekranlarda görüntülenmelidir. Bilgisayarlar, artık günümüzde tek başlarına bir dil laboratuvarı işlevi görebilmektedirler. Bu makalede, İngilizcenin duraklamalı kavşak sesbiriminin yapısı ve işlevleri, anadili İngilizce olan karakterlerin konuşmalarının *text to speech labs* ve *Audacity* ses alma yöntem ve tekniklerini kullanarak bilgisayar ekranlarındaki konumları gösterilecektir. Ayrıca hem ses hem de dalga boyu görüntülerini kullanılarak, anadili Türkçe olan İngiliz Dili Eğitimi Anabilim Dalı öğrenci ve öğretmenlerine çalışma ve uygulama yöntemleri yoluyla çeşitli gösterimler sunulacaktır.

Parçalarüstü sesbirimlerin en temel öğeleri, vurgu (stress), kavşak (juncture) ve tını (pitch) olarak bilinir. Çağdaş İngilizcede birincil, ikincil, üçüncül ve zayıf vurgu sesbirimleri bulunur. Yedi tane kavşak sesbirimi vardır: bitişik iç kavşak sesbirimi (internal close juncture), ayrışık iç kavşak sesbirimi (internal open juncture), yükselen kavşak sesbirimi (rising juncture), alçalan kavşak sesbirimi (falling juncture), yükselen-alçalan kavşak sesbirimi (rising-falling juncture), alçalan-yükselen kavşak sesbirimi (falling-rising juncture) ve duraklamalı kavşak sesbirimi (sustained juncture). Ayrıca, tını sesbirimleri olarak dört tanesi bilinmektedir: aşırı yüksek tını sesbirimi (high pitch) (/4/), yüksek tını sesbirimi (mid-pitch, /3/), normal tınılı sesbirim (normal pitch, /2/) ve bitiş sesbirim tınısı (low pitch, /1/) bulunmaktadır. Vurgu, kavşak ve tını kökleşik anlamda, bir dilin ezgisini (intonation) oluşturur. Ezgi sözcüğü, bir terim olarak bükümleme sözcüğüyle de betimlenmiştir.

Kavşak terimi, konuşma süreci içinde sözcük öbekleri, yan cümle ve cümlelerin bazı yerlerinde durarak, söylenen sözcük öbeklerini dinleyiciler tarafında daha iyi işitme olanağını sağlamaktır. Kavşak sesbiriminin sözcükler arasında bir geçiş özelliği taşıması, onun noktalama imleriyle çok yakın ilişkisini öne çıkarır. Nutuklarda, hikâye anlatımında, politik konuşmalarda, öğretmenlerin konuşmalarında, şiir okumalarda bu sesbiriminin yoğun olarak kullanıldığı görülmektedir. Bu kullanım bağlantısı şu biçimde özetlenebilir:

<u>Sesbirim</u>	<u>Noktalama imi</u>	
Yükselen kavşak	/ ↗ /	(?) Soru sorma imi
Alçalan kavşak	/ ↘ /	(.) Nokta imi
Duraklamalı kavşak sesbirimi	/→/	(,) virgöl, (;) noktalı virgöl, (:) iki nokta üst üste, (-) iç çizgi

Ancak, günlük konuşmada, diyaloglarda, tartışmalarda, hızlı konuşmalarda duraklamalı kavşak sesbiriminin kullanılması oldukça sınırlıdır. Çünkü duraklamalı kavşak sesbirimi sözcükler arası geçiş yapma aracıdır, bu neden ilgili dilin ritim ve tempo yapılarıyla doğrudan ilişkisi vardır

Konuşma eylemi süresince yapılan herhangi bir duraklama anlamı değiştirebilir. İlgili anlam değişikliği, noktalama imleriyle de ortaya konabilir. Bir Amerikan üniversitesinde ‘*Woman without her man is nothing*’ (Erkekleri olmayan bayanlar, bir hiçtir) gibi bir cümle, önce erkek öğrencilere noktalama işaretlerini kullanarak ilgili anlamı ifade etmeleri istenince, şöyle bir anlatım ortaya çıkmıştır:

Woman, without her man, is nothing. (Erkekleri olmayan bayanlar bir hiçtir)  
/Woman → without her man → is nothing/

Aynı cümle bayan öğrencilere verilince, onlar anladıklarını aşağıdaki biçimdeki ifade etmişlerdir:

Woman: without her, man is nothing.

/Woman → without her → man is nothing. (Erkekler bayanlar olmadan, bir hiçtir).

Görüldüğü gibi, burada anlamı değiştiren olgular, iki nokta üst üste ve bir virgüldür; bu iki noktalama işaretinin parçalarüstü sesbirimbilgisinde (suprasegmental phonemics) duraklamalı kavşak sesbirimidir (/→/). Dretzke (1988: 93) ve Crystal’a (1969: 225) göre, İngilizce’de anlatımların % 4,9 % ‘u

anlam bulanıklığı oluşturan ve anlamı değiştiren duraklamalı kavşak sesbirimi (/→/) bulunmaktadır. Bu farklılıklar bilgisayarda anadili İngilizce olan karakterler tarafında ekranında sesletilebilir ve dalga boyu olarak da ekranda görülebilir.

Durgulamalı kavşak sesbirimi, anlamın boyutlarını değiştirerek, parçalarüstü sesbirim değerini kazanmaktadır. Şimdi, aşağıdaki cümlelere bir bakalım:

All of the books, **which had pictures in them**, were sent to the little girl.  
/all+of +the+ books → which+ had pictures +in+ them → were+ sent +to +the +little+girl/  
(TÜM kitaplar o kıza gönderildi.)

All of the books **which had pictures in them** were sent to the little girl.  
/all+of +the+ books + which+ had pictures +in+ them +were+ sent +to +the +little+ girl/

(İçinde sadece resimler olan kitaplar o kıza gönderildi.)(Eckersley andEckersley,1960:323)

Görüldüğü gibi, kitapların sayı özelliği, durgulamalı kavşak sesbirimi (/→/) kullanımı yoluyla açıkça anlam değişikliğine neden olmaktadır. Bu oluşum, bilgisayar ekranlarında ses dalgaları biçimiyle de açıkça görülebilir.

Diğer bir örnek:

Parents, **who are indifferent to their own kids' success**, are very bad parents.  
/parents → who+ are+ indifferent +to +their+ own kids'+ success→ are +very+ bad+ parents/ (BÜTÜN veliler kötüdür.)

Parents **who are indifferent to their own kids' success** are very bad parents.  
/parents+ who+ are+ indifferent +to +their+own kids'+ success+ are +very+ bad+ parents/ (Sadece çocuklarının başarısına ilgisiz kalan veliler kötüdür.) (Demirezen, 1993:49).

Görüldüğü gibi, anlam değişmesini oluşturan parçalarüstü güç, iki kez kullanılan durgulamalı kavşak sesbirimidir. Yabancı dil eğitim ve öğretiminde, durgulamalı kavşak sesbirimi her zaman ihmal edilmiştir. Birçok ders kitabında, İngiliz dilinin kavşak sesbirimlerinin öğretimine rastlanılmamaktadır. Bazı dilbilimcilerin (Haugen 1975; Underhill, 1994) kavşak sesbirimlerine ihtiyaç olmadığını ifade etmektedirler. İlgili sözcükteki ünlünün uzun veya kısa olması, hece yapısı gibi etkenlerin zaten bu işi gördüğü gibi anlatımlar (Pei, 1966), kavşak sesbirimlerin ele alınmamasına neden olmuştur. Hâlbuki, anadili İngilizce olmayan yabancı dil öğrencileri iddia edilen özellikleri bir türlü duyamamakta, sezmemekte ve görememektedir; göremedikleri için de algılayamaz ve uygulayamaz duruma düşmektedirler. Böylece İngilizce konuşmaları bir İngiliz veya Amerikalının konuşmasına hiç benzemekte, bütünüyle doğal olmayan ve yabancılığı ele veren bir ezgi ortaya çıkmaktadır (Jenkins, 2005). Hiçbir yabancı dil öğretmenin, kendi anadili aksanını kullanarak ve ilgili yabancı dilin öz aksanını dikkate almayarak, kendi anadili ve yabancı dilin aksanlarını harmanlıyarak, bir yabancı dili öğretmeye kalkışması, meslekî etik açısından doğru değildir ve buna hakkı da yoktur.

İngilizcenin vurgu zamanlı bir yapıya sahip olması, Türkçenin hece zamanlı bir yapıyı edinme zıtlığından doğan temel zorluklar, İngilizceye bir yabancı dil olarak öğrenen Türklere zorluklar çıkarmaktadır. Birçok Türk öğrenci ve öğretmen, anadili İngilizce olan kişilerin konuşmasına bir türlü yakın biçimde konuşamamaktadır. Kavşak sesbirimler anadili İngilizce olan karakterlerin konuşmalarını alıştırılarda kullanılarak rahatlıkla öğretilir. Örneğin, duraklamalı kavşak sesbiriminin en başarılı biçimde öğretimi, *test to speech lab* programlarının *audacity 1.2.3* ve diğer biçimleriyle birlikte kullanımıyla, konuşulabilecek her sözcük, sözcük öbeği, yan cümle ve tüm cümle, anadili İngilizce olan karakterler tarafından okutularak indirilebilir ve istenilen alıştırımda istenilen biçimde kullanılabilir. Böylece, akıcı, düzgün ve doğru konuşma becerilerinin temeli olan duraklamalı kavşak sesbirimi, bilgisayar kullanımının yerli konuşucunun telaffuzunu gösteren ses dalgalarının görüntüleri yoluyla daha

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