

A Study on the Intonation Contours of Students' Groups by Oral Proficiency Level

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ABSTRACT

This paper examined the intonation contours of English sentences produced by the Korean students. Thirty students participated in the speaking tasks made up of three parts: an oral interview, picture description and a conversational text reading. Their pronunciations in the parts were recorded on a minidisk. Then, two native instructors evaluated their proficiency level focusing on general intelligibility and suprasegmental aspects of the speech. Based on the results of evaluation they were divided into two groups: high and low proficiency groups. The pitch contours of three sentences produced by both the Korean students and a native speaker were compared to find any similarities and differences in the students' intonation patterns using Praat. Results showed that there was a moderate correlation in the proficiency scores of the students by the two native speakers. Secondly, students who earned high scores in the proficiency level matched better the native model. Thirdly, the high group students knew more on the pitch contour and tried to carefully realize them while fewer students in the low group answered positively on the questionnaire. In conclusion, English learners need to know the proper intonation patterns and to practice them consciously and sufficiently to realize correct intonation contours. Further studies would be desirable on the students' pronunciation focused on discourse structure.

Keywords : intonation, pitch contour, suprasegmentals, proficiency level

1.

가

가

*

**

가 가

(Christophersen, 1961).

(Gimson, 1989).

(1991, 2003),

(2003), (2002), (2004),

(2004), Um(2004)

(1991:91) “ ”

가

(phrase accent)

4 4

가

, Delattre(1963)가

S S

(2003)

가 가

6 2

가

47%

가 5 3 5

(2003) Cruttenden(1997)

Pitch Works

Pierrehumbert(1980)가

가

H* L* H* L*

가 가

가 (2004) 600-835

가
 (2002)
 (Ladd, 1996),
 550-600
 5
 가
 (deaccentuation)가
 13%
 (2004) 가
 5
 L* H-
 L+H* H*
 가
 가
 Um(2004) Wennerstrom(1994)
 10
 750 900
 “having sun”
 rain” rain
 가
 1> < 2>
 가
 “rain”
 가
 “hard
 ,
 <
 가

가

가

2.

2.1 가

30 가 2
 , ,
 415 970
 796 . 250 495 , 421
 . 2 7 , 17
 가 .

2.2

17
 , , 가 ,
 , . ,
 가 , .

15 .

Brantley(2005)

Gilbert(2001) Richard(1998)

(1).

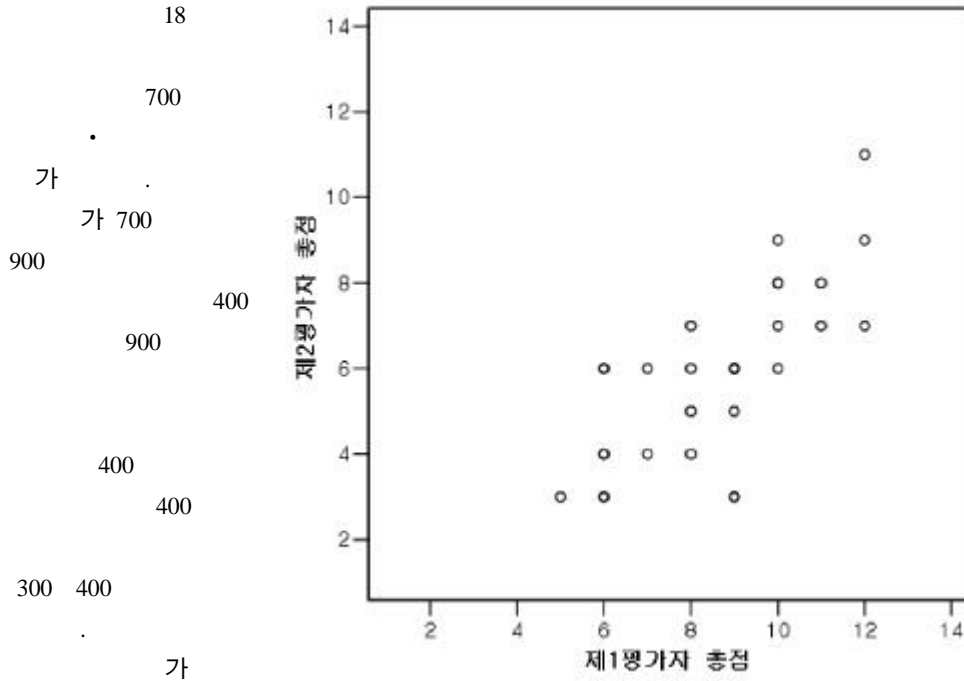
2.3 가

2
 ,
 (SONY MZ-R30) GoldWave
 가 가가 가 . 가
 (2005) , , 가
 0 4 5 가 . 가
 12 . 가 SPSS 12.0 .
 (2).
 0 500 Hz 0 600 Hz .

3.

3.1 가

가 가 가
 1 가 8.60 (2.01) , 2 가 5.87
 (2.05) , 1 가 , 2 가
 . 2 가 가
 . < 1> 가 가
 , 가 . SPSS
 가 0.73
 가 가
 < 1> . 가
 14.47 (3.87) , 8 23 15 .
 13 15 (16 23 10)
 (8 12 11) . 21 1 ,
 2
 가 18
 700
 가
 가 700
 900
 400
 900
 400
 300 400
 가



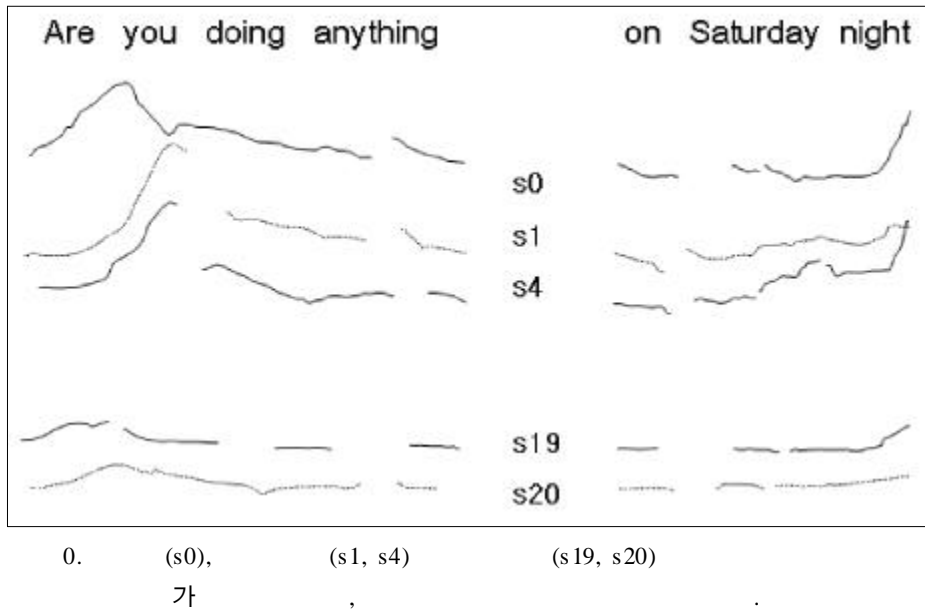
1. 가

3.2

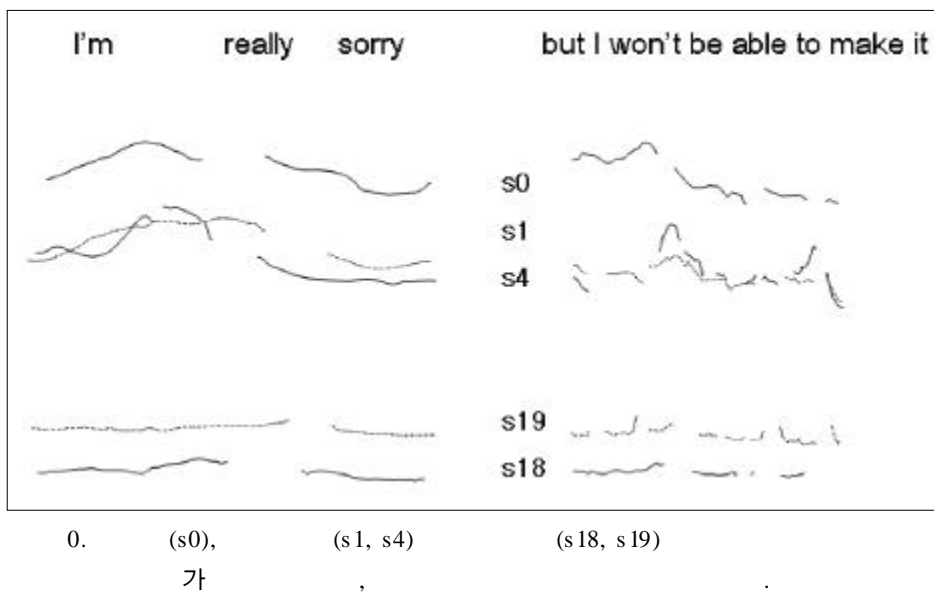
30 가 10 (s1 s10)
 11 (s11 s21) , ,
 2
 . < 2> (s1, s4) (s0) .
 . s1 s4 가 가
 , 23 , 19 ,
 . you (H*) 가
 night . s1 s4 가
 s4가 가 , s1
 . s19 s20 9 , ,
 you night 가 가
 s19 s20 (1991)

가

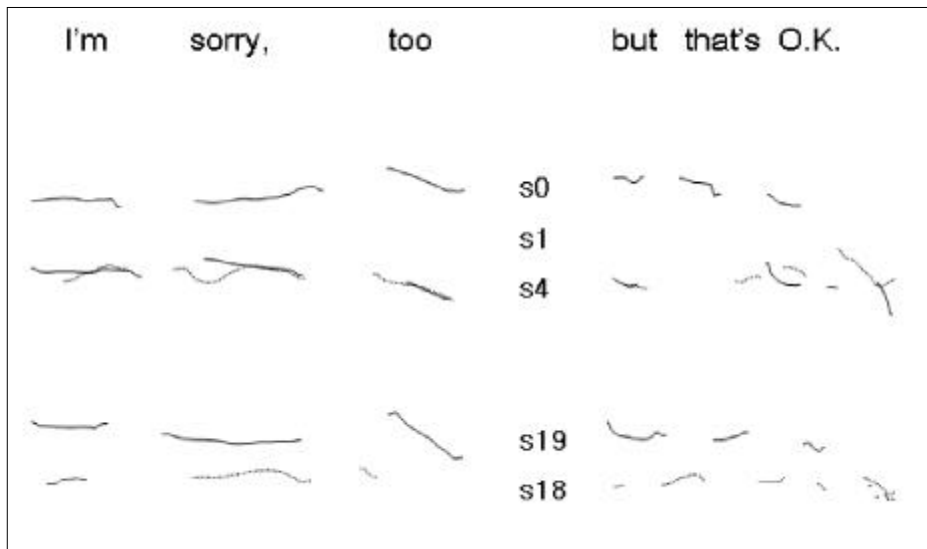
가



3> really (H*) sorry
 (H*) won't
 가 ,
 really ,
 . S4 really H* won't
 but . S1
 make H* 가
 3 make
 가 5 4 able
 가 , s1 s4 sorry
 가 5 2
 s19
 , s18
 . s18 10



< 4> sorry 가
 1996; , , sorry 가 (Ladd,
 , 2002). sorry (H*)
 too .
 sorry , too K
 . 2 that K
 . S19 too
 가 s19 가 , but
 “ ” 가 s18



0. (s0), (s1, s4) (s18, s19)
 가 ,

, 가

가 .

. 가 but ,

가

가가
가

3.3

가 8

가

13

가

< 1>

1. .

	(10)		(11)	
		%		%
	8	80	2	18.2
, , .	10	100	5	45.5
.	8	80	4	36.4
.	8	80	5	45.5
.	10	100	7	63.6
.	9	90	6	54.6

< 1> .

가 가

“ ”

2 .

8

4

8

5

가 .

가 .

가

, Brown(1994)

4.

, 30

가

2

가

가

2

가

가

, 0.73

가

가

가

가

가

가

. 1991. “

”

42, 89- 105.

. 2003. “

”

10(2), 223- 236.

- , , . 2002. “ ”
9(2), 89- 108.
- . 2004. “ ” 16(2),
247- 260.
- , , . 2003. “ F0 가
” 10(4), 93- 103.
- , , . 2004. “ 가 ” 11(3), 111- 128.
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: 2007. 7. 25

: 2007. 8. 30



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1. ()

A : Hi, Daniel. This is Albert.

B : Oh, hi. How are things?

A : Just fine, thanks. Uh, are you doing anything on Saturday night?

B : Hmm. Saturday night? Let me think. Oh, yes. My cousin just called to say he was flying in that night. I told him I would pick him up.

A : Oh, that's too bad! It's my birthday. I'm having dinner with Amanda, and I thought I'd invite more people and make it a party.

B : Gee, I'm really sorry, but I won't be able to make it.

A : I'm sorry, too. But that's OK.

2.

```

Erase all
dot=2
f0low=0
f0high=500
Solid line
Line width... 'dot'
name$=selected$("Sound")
Edit
  editor Sound 'name$'
    pause Select the first pitch phrase.
      start=Get start of selection
      end=Get end of selection
  Close
endeditor
select Pitch 'name$'
Select inner viewport... 1 4 3 5
Draw... 'start' 'end' 'f0low' 'f0high' no

select Sound 'name$'
Edit
  editor Sound 'name$'
    pause Select the first pitch phrase.
      start=Get start of selection
      end=Get end of selection
  Close
endeditor
select Pitch 'name$'
Select inner viewport... 5 7 3 5
Draw... 'start' 'end' 'f0low' 'f0high' no
Select inner viewport... 1 7 3 5
Copy to clipboard

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