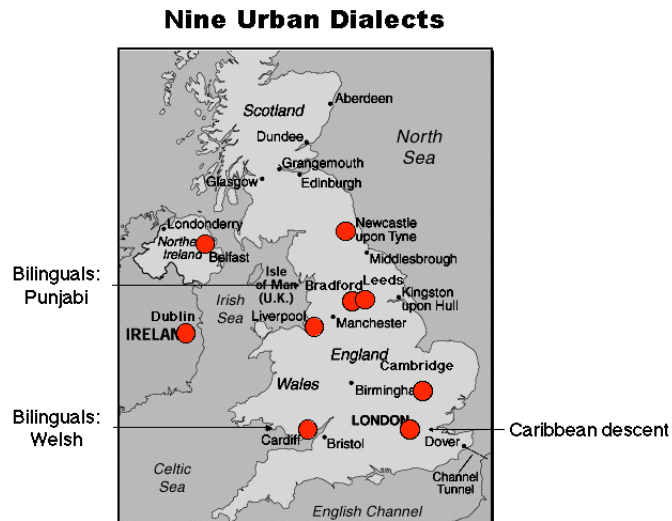


## イントネーションの導入と矯正

英語諸方言のイントネーションに関する最近の報告:

Grabe, E., Kochanski, G. and Coleman, J. Quantitative modelling of intonational variation. In *Proceedings of SASRTLM 2003 (Speech Analysis and Recognition in Technology, Linguistics and Medicine)*. (onlineバージョン[<http://www.phon.ox.ac.uk/~esther/>])

収録地点:



- London (speakers of West Indian descent)
- Cambridge
- Cardiff (bilingual Welsh-English speakers)
- Leeds
- Bradford (bilingual Punjabi-English speakers)
- Liverpool
- Newcastle
- Belfast
- Dublin

(以上収録地に関する詳細情報は<http://www.phon.ox.ac.uk/~esther/ivyweb/>より)

分析対象:

**declaratives:** You remembered the lilies.

**wh-questions:** Where is the manual?

**yes/no questions:** May I lean on the railings?

**declarative questions :** You remembered the lilies?

- 4種類の文タイプに対して似通ったピッチ曲線で話す方言もある(In Belfast, all utterance

types were produced with final rises in f0. In Leeds, the majority of contours was produced with overall falling f0 patterns.). 一方ではっきりと異なるピッチ曲線で話す方言もある(Typical contours differed in Cambridge, London and Dublin.).

- ・ 疑問文と陳述文のF0のちがいは文全体のピッチ曲線(in the shape of the contour)と変化域(in the register)に現れる。

- ・ 疑問文(wh- and yes/no questions)のF0の平均値は陳述文よりも高い。全ての方言で平叙疑問文のF0平均値が最も高く、他の疑問文では低くなる。最も低いのが陳述文である。

- ・ F0曲線の傾きは、全ての方言で陳述文で下降する。平叙疑問文では平坦もしくは全体として上昇調。疑問文(wh- and yes/no question)では傾きは疑問と陳述の区別には寄与しない。

教授法への示唆 (Gimson, 2001)

### 13.6 Minimum General Intelligibility

13.6.3 ... all learners should be proficient in making use of pitch movements as important cues for signalling salient words or syllables(p.312).

Even at the minimum level they should attempt to imitate some of the basic intonation patterns which signal a variety of discoursal and attitudinal meanings(p.313).

### 13.5 RP High Acceptability

13.5.5 Learners will often neglect to divide long sentences into intonational phrases.

The high-target learner should pay special attention to the use of the fall-rise which occurs frequently in non-final positions in sentences (on dependent clauses, on adverbials, and on subjects).

Learners should note that ... rises and falls both occur frequently on yes/no-interrogatives and wh-interrogatives.

The most difficult area of intonation for foreign learners concerns its attitudinal uses.

教室での活動(案)

- ・ shadowingの利用

Q: 題材の音読に対する効果 / 学習の一般化