

\*

(                      )

**Park, Jae-Ick. 2004. English intonation in interrogative sentences with various syntactic structures — Data from college students in Pusan. *Studies in Phonetics, Phonology, and Morphology* 10.2. 225-240.** This study concerns the intonational performances by Koreans in English interrogative sentences with special reference to the syntactic structures, in other words, the composition of the question. Some of the findings in this study are, first, most of the speakers did not have any problem in distinguishing 'wh'-questions from 'yes-no' questions as long as they are in a simple structure. Second, doing correct intonation in longer questions is more difficult than in shorter ones. Third, sentences that end with a grammatical word do not have generally acceptable final rising or final falling intonation. Fourth, questions with an embedded structure may influence the contours. Fifth, producing final contours correctly in some negative questions is not easy. Sixth, questions with 'either or' structure reveals many errors. This study is significant in its focus on various syntactic structures in dealing with the intonation of English sentences. (Kosin University)

Keywords: English intonation, suprasegmentals, interrogative sentences, embedded structures, , , ,

## 1.

### 1.1

Crawford(1987)

,                      . Celce-Murcia et. al.(1996: 10)                      ,

, “                      가                      ”                      . Avery & Ehrlich(1992: 185)                      “                      ,

---

\*                      2002                      (KRF-2002-002-A00081).                      (                      )                      2001                      (                      )                      2003

” “Schwa , , ”  
(1998) (Schwa) 가 (Rhythm) 가  
(Formant Frequency) (1989,  
1991)  
가 , , 가 , ,  
(1996) , , ,  
(2000) , , (2001)  
(2001) , , (2001)  
(1997)  
9  
,  
1-2  
9  
1.2  
,  
,  
,  
가 , 가 가  
가 가 48  
가



1  
, 가 가 48  
, 가  
, 4992  
, 가  
, 가  
, PCquirer  
, PCquirer  
,  
3.  
3.1  
가  
가 가 가 가  
가  
1-3  
4-7 가 가  
가

---

1 가 가 , (IM)  
가

(1)

번호	조사 의문문	옳음	틀림
1	What happened?	99	5
2	What happened to my cheese?	87	17
3	What happened to the cheese in my sandwiches?	81	23
4	Are you ready?	104	0
5	Are you ready to go on a picnic?	100	4
6	Are you ready to go on a picnic on the mountain	88	16
7	Have you seen my keys?	101	3
8	Have you seen my keys left on the coffee table?	84	20
9	Have you seen my keys left on the coffee table last night?	82	22
10	Did you take the wrong bus yesterday?	99	5
11	Did you take the wrong bus and get lost yesterday?	86	18

## 3.2

(content word)

(grammatical word)가

about, with, with it, for

가 ,

가

(do *with it*)(fighting *about*)

가

가

가

(12-14

).

가

가

가

가

가

(16-18

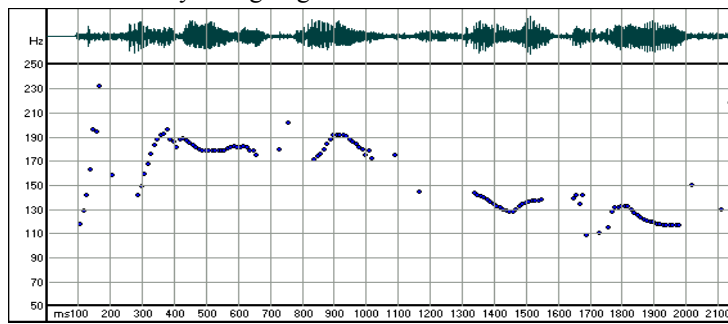
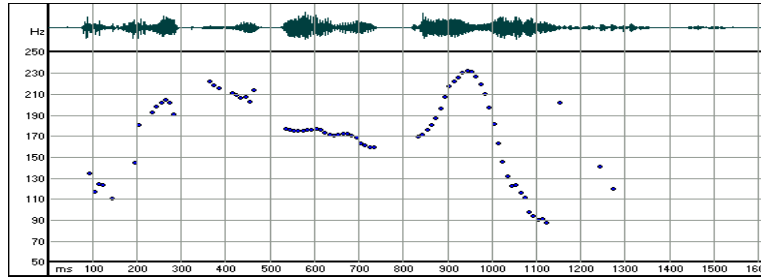
).

(2)

		( 1-13 )		
14	What are you going to do <i>with it</i> ?	2	2	(6)
12	What are the children fighting <i>about</i> ?	2	1	(6, 13)
15	Who is Amy looking <i>for</i> ?	1	1	(6, 13)
20	Why do you think I should remove <i>it</i> ?	1	1	(4, 13)
13	Who would you like to come <i>with</i> ?	1	1	(2, 5, 13)
16	Would you like to see <i>it</i> ?			
17	Are you going to buy <i>it</i> ?			
18	Are you picking <i>him up</i> ?	Picking		

‘about’ 13 2  
 , ‘with’ 13 3 , ‘with it’  
 13 1 가  
 PCquirer 14 ‘What are you going to do with it?’  
 가 1 ‘do’  
 가 ‘with it’ 가  
 (30M)  
 ‘with it’ 가 3 가 가  
 ‘do’  
 “  
 (No energy. Understandable, but the feeling is sad,  
 apathetic, or bored)” 가 4

2  
 1-13 6 13  
 10-60%  
 1,000  
 (80-90%)  
 3 (NS)  
 X  
 4 가 가 가



### 1. What are you going to do with it? (NS vs. 30M)

to come with? 가 2 13 'Who would you like  
 가 'who' 가 ,  
 (43M) 'come with'  
 'come' (peak) ,  
 'with'

“  
 (It sounds like you're not finished speaking and you are going to ask  
 more)” 가 .

### 3.3

가                      가                      ,  
가 ‘know’                      (non-bridge verbs)  
가 ‘think’                      ,  
가                      가

(3) 가

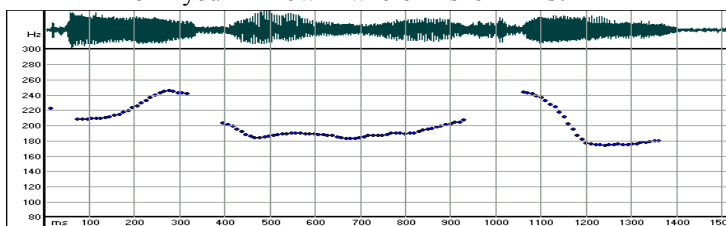
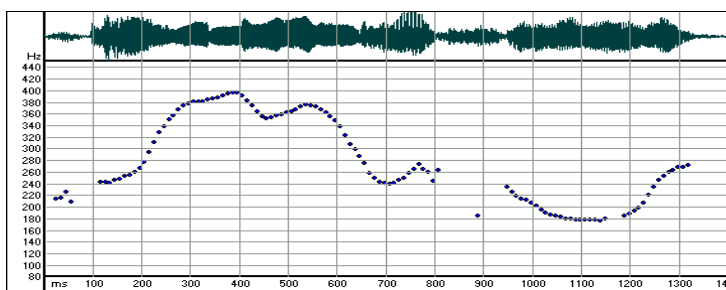
번호	조사 의문문	옳음	틀림	구조
21	Do you know <i>when the end of the world will come</i> ?	61	43	When-clause
22	Did Tom tell her <i>what happened</i> ?	41	63	What-clause
23	Do you know <i>where she is</i> ?	77	27	Where-clause

(when, what, where)      가



가  
 ,  
 가 'wh-word'  
 23 , 'where'  
 3 'she' , 'know' 가 'where'  
 , 'is' 가 (yes-no questions)  
 (17F) 'you' 'where' 'she' 가 'is'  
 , 'Do' 가  
 5 가 “

(Not kind or polite, but like a familiar person trying to find her and is a little straightforward or hurried to find her)”



### 3. Do you know where she is? (NS vs. 17F)

‘think’가

5

80Hz

440Hz

( , Y )가

234

25 가 'think'  
가 가

(4) 가

20	Why do you think <i>I should remove it?</i>	76	28	Bridge-verb <i>think</i>
24	Who do you think <i>Amy is looking for?</i>	78	26	Bridge-verb <i>think</i>
25	What do you think of this color?	95	9	

가 가 'How many legs  
does a spider have?' 'What kind of car are you going to buy?'  
가  
, 'Which bus goes downtown?' 'Who lives in that building?'  
가 , 'What would you do if you won the prize?'  
'What would happen if I pressed the red button?' 'if'

, 가 가 , 가  
가 가 3 1 1-11 ,

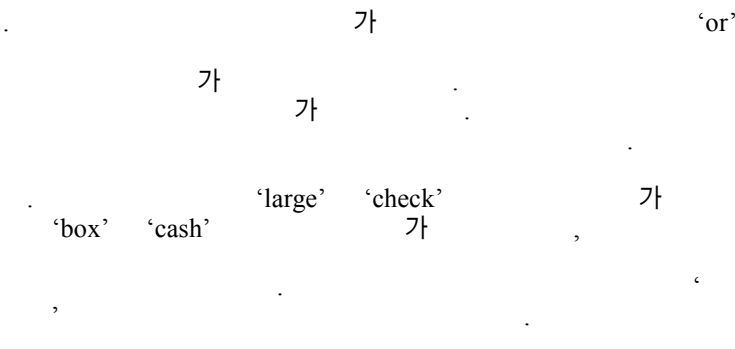
3.4

가 가  
32 'Haven't you been there when you were young?'  
가  
, 'when'

, 가  
가 (3, 6, 10)  
가

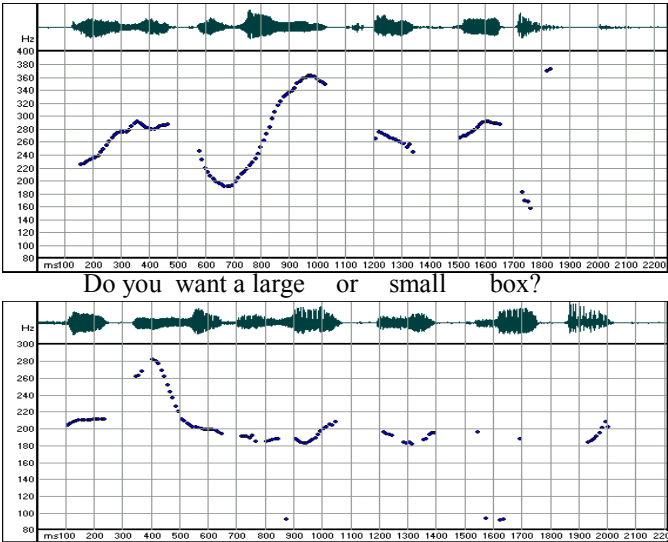


3.5



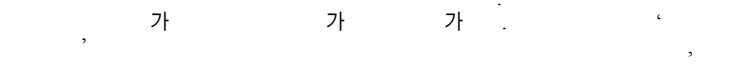
(6)

번호	조사 의문문	내림조 (맞음)	올림조 (틀림)
30	Do you want a large or small box?	43	61
31	Did you pay by check or in cash?	28	76



5. Do you want a large or small box? (NS vs. 8F)

6



3.6

가

가

가

, 3 1

1, 2, 3

가

4, 5, 6

7, 8, 9

가

(peak)

가

가, 'if'

'if'

가

4.

가

가

가

가

가 ,  
,  
, 가

No.	Test Sentence	Reply
1	What happened?	Nothing!
2	What happened to the cheese?	I ate it.
3	What happened to the cheese in my sandwiches?	I ate it.
4	Are you ready?	Yes, let's go
5	Are you ready to go on a picnic?	Yes, let's go.
6	Are you ready to go on a picnic on the mountain?	Anytime.
7	Have you seen my keys?	No. Never!
8	Have you seen my keys left on the coffee table?	No. Never!
9	Have you seen my keys left on the coffee table last night?	I don't think so.
10	Did you take the wrong bus yesterday?	Yes, I did.
11	Did you take the wrong bus yesterday and get lost yesterday?	Yes, it is true.
12	What are the children fighting about?	About the cake.
13	Who would you like to come with?	With Tom.
14	What are you going to do with it?	To sell it.
15	Who is Amy looking for?	Tom.
16	Would you like to see it?	Yes, of course.
17	Are you going to buy it?	No, I'm not.
18	Are you picking him up?	Yes, at 7.
19	Why should I remove it?	It's out of order.
20	Why do you think I should remove it?	Because it's bad.
21	Do you know when the end of the world will come?	Not this year.
22	Did Tom tell her what happened?	Yes, he did.
23	Do you know where she is?	She is in class.
24	Who do you think Amy is looking for?	Sam.
25	What do you think of this color?	I like it.
26	How many legs does a spider have?	I think it's 8.
27	What kind of car are you going to buy?	Ford or GM.
28	Which bus goes downtown?	Number 8.
29	Who lives in that building?	The Jones.
30	Do you want a large or small box?	A small one, please.

31	Did you pay by check or in cash?	Cash.
32	Haven't you been there when you were young?	Yes, when I was 8.
33	Isn't it too late for the spring semester?	Yes, it's too late.
34	Didn't you hear about her heart attack?	Yes, I was sorry to hear that.
35	Won't you go with your brother?	Sure, I will.
36	Wasn't that a great movie?	Yes, sure.
37	Can't you be nice to your parents?	I'm sorry I can't.
38	Haven't we met somewhere before?	Yes, we have.
39	Why don't we invite a few friends?	How about 5?
40	Why don't we invite a few friends to the party?	How about 6?
41	Why didn't Liz apply for the job?	She's found a job.
42	Why doesn't the machine work?	The batteries' gone.
43	What do you want to be when you grow up?	A good teacher.
44	Can I borrow it when you've finished it?	Yes, sure.
45	Can you let me know as soon as you decide?	You will know in an hour.
46	Would Bob mind if I used his phone?	I guess so.
47	What would you do if you won the prize?	I'd buy a car.
48	What would happen if I pressed the red button?	The bell would ring.

- . 1989. 38: 47-63.
- \_\_\_\_\_. 1991. 42: 89-105.
- . 2000. 7.3: 109-125.
- . 1998. 8: 123-138.
- . 1998. 9: 33-47.
- , , . 2001. 8.2: 133-148.
- , , . 2001. 8.2: 119-131.
- , , . 2001. 8.2: 149-163.
- , , . 1996. : Foreign Languages Education 2.1: 5-24.
- AHN, SOO-WOONG. 1997. The schwa phenomenon in English vowels. *English Teaching* 52.3: 257-279.
- AVERY, PETER and SUSAN EHRlich. 1992. *Teaching American English*

- pronunciation*. Oxford: Oxford University Press.
- CELCE-MURCIA, MARIANNE, DONNA BRINTON, and JANET GOODWIN. 1996. *Teaching pronunciation*. Cambridge: Cambridge University Press.
- CHOI, YEON HEE. 1997. Effects of computer-assisted instruction of English intonation on Korean college students. *English Teaching* 52.1: 107-133.
- CRAWFORD, WILLIAM. 1987. The pronunciation monitor: L2 acquisition considerations and pedagogical priorities, in Joan Morley (ed.) *Current perspectives on pronunciation: practices anchored in theory*. Washington, D. C.: TESOL, Inc., pp. 101-121.
- GILBERT, JUDY. 1993. *Clear speech: pronunciation and listening comprehension in North American English*, 2nd Ed. Cambridge, UK: Cambridge University Press.
- KENWORTHY, JOANNE. 1987. *Teaching English pronunciation*. London & New York: Longman.
- MORLEY, JOAN (ed). 1987. *Current perspectives on pronunciation: practices anchored in theory*. Washington, D. C.: TESOL, Inc.
- \_\_\_\_\_. (ed). 1994. *Pronunciation pedagogy and theory: new views, new directions*. Alexandria, VA: TESOL, Inc.

(606-701)

149-1

e-mail: parkjake@yahoo.com

Received: December 17, 2003

Accepted: May 24, 2004