

Table of Contents

Dedication	iii
Table of Contents	iv
Acknowledgements	x
Abbreviations and Acronyms Used.....	xiii
Tonetic and Intonational Symbols	xv
1. Introduction.....	1
2. Intonational Models and Approaches to Intonation	5
2.1 The British tradition of intonational analysis	5
2.2 The American tradition of intonational analysis	8
2.3 The Autosegmental-Metrical framework.....	10
2.3.1 Basic tenets of the AM approach.....	10
2.3.2 Pierrehumbert and Hirschberg's description of the discoursal meaning of tones	14
2.4 The Discourse Intonation framework	20
2.4.1 Prominence.....	21
2.4.2 Selection	23
2.4.3 Context of interaction.....	24
2.4.4 Key and termination	26
2.4.4.1 Key	26
2.4.4.2 Termination	28
2.4.5 Tone: referring vs. proclaiming.....	29
2.5 Converging and diverging areas between Pierrehumbert & Hirschberg's (1990) description of the discoursal meaning of tones and Discourse Intonation (DI)	33
2.6 New and given information.....	35
2.7 Paratone.....	41
2.8 Listing intonation	50
2.9 Intonation of compound and complex sentences	53
2.10 Intonation of non-sentence adverbials.....	54
2.11 Conclusion	56

3. Intonational Variation.....	58
3.1 Intonational variation with reference to educational attainment	58
3.1.1 Intonational variation and speaker's education in native English.....	58
3.1.2 Intonational variation with education in non-native English varieties.....	62
3.2 Intonational variation with gender.....	67
3.2.1 Some theoretical considerations and stereotypes	67
3.2.2 Acoustic and sociolinguistic evidence.....	69
3.3 Intonational variation and speaking style	74
3.4 Conclusion	78
4. Cameroon English Intonation	80
4.1 Cameroon English.....	80
4.1.1 Historical landmarks in the life cycle of English in Cameroon.....	80
4.1.2 Present sociolinguistic situation of Cameroon	83
4.1.3 Cameroon English phonology	84
4.1.3.1 General statements on the phonology of CamE	84
4.1.3.2 Previous studies on CamE intonation.....	84
4.1.3.3 Gaps in the study of CamE intonation and contribution of present study...	89
4.2 Previous statements on the intonation of other NEs: similarities with and dissimilarities to CamE intonation.....	90
4.3 Conclusion	94
5. The Study: Research Questions and Methodology.....	95
5.1 Research questions	95
5.1.1 New and given information.....	95
5.1.2 Tone	96
5.1.3 Paratone	96
5.2 Method.....	97
5.3 Data collection	98
5.4 Data analysis.....	100
5.4.1 Analyses of new/given information contrast.....	100
5.4.1.1 Auditory analysis of new/given information in the Interview Style and acoustic analysis of cases indiscernible from the auditory analysis.....	100
5.4.1.2 Acoustic analysis of new and given information in the Interview Style....	103

5.4.1.3 Auditory and acoustic analyses of new/given information in the Passage Reading Style (PRS).....	103
5.4.2 Auditory and acoustic measurement of paratone	104
5.4.3 Auditory and acoustic analyses of tone in the Interview Style	108
5.4.4 Auditory and acoustic analyses of tone in the PRS.....	110
5.5 Conclusion	111
6. New and Given Information in Cameroon English.....	112
6.1 Results of the analyses of the contrast new/given information in the Interview Style (IS)	112
6.1.1 Overall findings from auditory analysis in the Interview Style	112
6.1.2 Results of the acoustic analysis of cases indiscernible from the auditory analysis in the Interview Style.....	113
6.1.3 Acoustic correlates of new and given information in the Interview Style in CamE intonation.....	115
6.1.3.1 Pitch height.....	115
6.1.3.2 Intensity	116
6.1.4 Pitch height and intensity coincidence on new and given information in the Interview Style.....	116
6.1.5 New and given information in the Interview Style in CamE and educational attainment	117
6.1.5.1 Pitch height.....	117
6.1.5.2 Intensity	118
6.1.5.3 Pitch height and intensity coincidence	118
6.1.6 New and given information in the Interview Style in CamE intonation and gender	119
6.1.6.1 Pitch height.....	120
6.1.6.2 Intensity	120
6.1.6.3 Pitch height and intensity coincidence	121
6.2 Results of the analyses of the new/given information contrast in the Passage Reading Style (PRS)	122
6.2.1 Overall results of the auditory analysis of new/given information in the Passage Reading Style.....	122
6.2.2 Overall results of the acoustic analysis of new/given information in the Passage Reading Style.....	122

6.2.2.1 Pitch height.....	122
6.2.2.2 Intensity	123
6.2.2.3 Pitch height and intensity coincidence in the Passage Reading Style	123
6.2.3 New/given information in the Passage Reading Style in CamE intonation and educational attainment.....	124
6.2.3.1 Pitch height.....	124
6.2.3.2 Intensity	125
6.2.3.3 Pitch height and intensity coincidence	125
6.2.4 New/given information in the Passage Reading Style in CamE intonation and gender	126
6.2.4.1 Pitch height.....	126
6.2.4.2 Intensity	127
6.2.4.3 Pitch height and intensity coincidence	128
6.3 Comparison of the findings of the Interview Style and of the Passage Reading Style.....	128
6.3.1 Pitch height.....	129
6.3.2 Intensity	129
6.3.3 Pitch height and intensity coincidence	130
6.4 Conclusion	131
7. Tone in Cameroon English	132
7.1 Interview Style.....	132
7.1.1 Tone on items in list of teachers or subjects.....	132
7.1.2 Tone distribution on compound and complex sentences and on non-sentence adverbials in the Interview Style	133
7.1.3 Tone distribution in the Interview Style in CamE and educational attainment..	135
7.1.3.1 Lists	135
7.1.3.2 Compound and complex sentences and non-sentence adverbials	136
7.1.4 Tone distribution in the Interview Style in CamE and gender	137
7.1.4.1 Lists	137
7.1.4.2 Compound and complex sentences and non-sentence adverbials	138
7.2 Passage Reading Style.....	139
7.2.1 Overall tone distribution in the Passage Reading Style.....	140
7.2.2 Tone distribution in the Passage Reading Style and level of education.....	141
7.2.2.1 Lists.....	141

7.2.2.2 Compound sentences	142
7.2.2.3 Non-sentence adverbials.....	144
7.2.3 Distribution of tone types in the Passage Reading Style and gender	145
7.2.3.1 Lists	145
7.2.3.2 Compound sentences	146
7.2.3.3 Non-sentence adverbials.....	147
7.3 Comparison of the results of the Interview Style and of the Passage Reading Style.....	147
7.3.1 Lists	148
7.3.2 Compound sentences	148
7.3.3 Non-sentence adverbials.....	149
7.4 Conclusion	150
8. Paratone in Cameroon English.....	152
8.1 Overall results of minor paratone	152
8.1.1 Average pitch ranges of various minor paratones	152
8.1.2 Average pitch height differences of onsets of minor paratones	156
8.2 Minor paratone in CamE and level of education.....	158
8.2.1 Pitch ranges of various minor paratones	158
8.2.2 Average pitch height differences of onsets of minor paratones	159
8.3 Minor paratone in CamE and gender	160
8.3.1 Average pitch ranges of various minor paratones	160
8.3.2 Average pitch height differences of onsets of minor paratones	161
8.4 Conclusion	161
9. Discussion	163
9.1 New and given information in CamE	163
9.2 Tone in CamE intonation	165
9.3 Paratone in CamE intonation	170
9.4 Overall sociolinguistic variation of intonation in CamE.....	171
9.5 Suggestions for further research and implications of the study.....	173
References.....	176
Appendix 1A: Sample sets of guide questions for fieldwork (Interviews)	196

Appendix 1B: Transcripts of two sample dialogues between interviewer and two speakers.....	198
Appendix 2: Reading Passage.....	201
Appendix 3: Intonational transcriptions of samples of the Reading Passage	202
Appendix 4: Auditory analysis of new and given information in the Interview Style.....	203
Appendix 5: Auditory analysis of new and given information in the Passage Reading Style	210