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THE IMPACT OF AUDIO INFORMATION INTONATION ON UNDERSTANDING TELEVISION NEWS CONTENT

The goal of the research presented in this article is to verify the hypothesis that television viewers have difficulties understanding news content due to inappropriate prosodic articulation used by reporters reading the news. News texts are often read with excessive rhetorical accent and omitting logical accents. Sometimes even the prosodic rules of text segmentation are broken as well. Understanding of news is analyzed in the areas of: (1) appropriately applying words, (2) receiving important, detailed information, (3) synthesis of news content and (4) cause-effect inference. It was found that inappropriate intonation of read news text results in television viewers: (1) being unable to correctly understand the words in accordance with the context of the news content, (2) not remembering the most important details of the news and (3) having problems with pointing out the real causes of events discussed in the news. In addition, it appears that reading of the text by reporters in logical accents and in accordance with the norms of Polish language prosody does not negatively influence the evaluation of news in terms of attractiveness, usefulness and objectivity.

Key words: prosody, understanding audiovisual message, television news programs

Introduction

News programs regularly get the highest viewer ratings among all television programs. Most television viewers consider them to be the main source of their knowledge about the world and current events in the country (DeFleur, Ball-Rokeach, 1989; Francuz et al., 2004). The results of psychological studies, however, reveal that television viewers do not remember much from the news and as a result do not really understand the content presented. Television viewers often confuse the characters, chronology or time and place of events. They mix facts with comments. Information about facts is projected together with their own opinions and convictions. Generally, they do not get to the broader social, political or cultural context of the events discussed

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in the news (Francuz, 2002; 2006; Graber, 1984; 1990; Gunter, 1987; Iyengar, Kindler, 1987; Shapiro, Lang, 1991). It is also surprising that the frequency of viewing television information programs inversely correlates with the level of their understanding (Francuz, 2002; Lang, 2000; Robinson, Davies, 1990; Wober, Brosius, Weinmann, 1996).

There are many factors which negatively influence the level of understanding of television content. They are connected with the audience and with the message. Elderly people have greater difficulties understanding news, as do those with a lower education and those living in small towns and the countryside compared to younger people with a higher education and living in big cities. It is more difficult to understand news which contains too many unrelated cuts and short takes, when the audio track is non-redundant with the video track, when the news contains incomprehensible words and expressions and contradictory information, as well as when it lacks repetitions and clear logical accents, particularly on the text level, which would allow the viewer to arrange the content into a logical structure of knowledge (e.g. Brosius, 1989; Drew, Grimes, 1987; Francuz, 2002; Gunter, 1979; 1980; Lang, 1989; 1995; 2000; Lang et al., 1993; Potter, Lang, Bols, 1997).

In the following article, particular attention is paid explicitly to the relationship between how news content presented verbally by reporters is articulated and the level of its understanding by television viewers.

Prosodic elements of news language

The language used in television news programs is clearly different than the language we use in everyday conversations. Due to the non-natural communication situation, reporting language in television news programs is not a spoken language *sensu stricte.* The one-directional transmission through television eliminates the typical characteristics of spoken language in favor of means appropriate for written style. As a result, in news language the differences between forms of statements such as dialogue, monologue and reading out loud disappear.

Apart from the verbal (semantic) language level, every statement has a designated, non-verbal (prosodic) form. Prosody involves the sound qualities of speech, like accent, intonation and duration, which add up to the phonic, syllabic and word continuation of a statement. Currently, the concept of prosody refers to phonologically abstract structures and at the same time to their acoustic realization in speech (Cutler, Dahan, van Donselaar, 1997; Ferriera, 2002; 2007; Jun, 2002; Speer, Crowder, Thomas, 1993). The majority of definitions of prosody introduce a differentiation between the structure of rhythm and the structure of melody, meaning intonation (Palmer, Hutchins, 2006).

Accent and intonation are seen as the most important elements of language prosody (Greenberg, Ainsworth, 2004; Diehl, Lotto, Holt, 2004).

Accent is a way of distinguishing some syllables in words, or words in sentences, with the help of phonetic means. The vowel of the accented syllable in a word is

pronounced intensively, more dynamically and longer and higher, and the conso-nant is slightly strengthened and prolonged. Accenting of syllables is expressed through enouncing them more strongly and loudly (the dynamic accent, meaning the stress), prolonged (vowel length) or changing the tone height (the tone accent, intonation). In turn, the vowels of the pre-accented syllable as a rule are mostly pronounced lower (Jun, 2002).

Apart from the accent on a word, when speaking one also accents the major parts of the statement, namely sentences. The accent on a sentence can be logical or rhetorical. The logical accent involves stressing the intonation on one word. The word which is distinguished depends on the context of the statement, and its choice specifies the proper meaning of the sentence. The logical accent reveals and organizes the hierarchy of the importance of words in a sentence. The rhetorical (emotional) accent relies on stronger articulation of the first syllable of the desig-nated word (the so-called initial accent). It mostly points to the emotional attitude of the reporter to the presented content, rather than the logically important element of the statement (Cutler, Dahan, van Donselaar, 1997).

The second element of prosody, apart from the accent, is intonation (Jun, 2002). Intonation appears in the melody of a statement, created by a change in voice modulation, with the goal of expressing emotion or giving it a specific character. Intonation also helps differentiate question (interrogative), command (imperative) and announcement (declarative) sentences. The intonation order can be falling or rising. A clear fall in one's tone of voice, which signifies the closing of a certain whole (word, phrase, announcement or command sentence) is the cadence order. Raising one's tone, signifying incompleteness and expecting a continuation of the statement, is the anti-cadence order. Anti-cadence generally suggests a question sentence.

Intonation allows one to sense where the sentence or its phrase ends. Cadence and anti-cadence in speech replace the punctuation marks of a written text. The research results of Ferriera (1993; 2002) and Pierrehumbert and Hirschberg (1990) suggest that the intonation, accent and rhythm of a statement provide important indicators making it possible to segment statements and to analyze sentences gram-matically. Beach (1991) showed that sensitivity to these prosodic elements has an innate character.

Moving the cadence and anti-cadence within the sentence to another word most often leads to a change in its meaning (Jun, 2002; Pierrehumbert, Hirschberg, 1990), particularly when the sense of the statement has multiple meanings (Beach, 1991; Snedeker, Trueswell, 2003). This function is clearly revealed in research on understanding "garden-path sentences". They are a type of equivocal sentence whose word-for-word analysis leads the listener into error, and only further parts of the sentence point to its proper meaning (Beach, 1991; Ferreira, Christianson, Hollingworth, 2001; Lau, Ferreira, 2005). Experiments on "garden-path sentences" have shown that listeners use prosodic cues in order to foresee the possible gram-matical structure of the entire sentence.

Snedeker and Trueswell (2003) carried out research in which they checked whether prosodic cues help listeners differentiate between alternative grammatical meanings of multiple-meaning sentences. They also studied the conditions in which speakers use prosodic cues during the production of statements, and which ones listeners use to understand the meaning of these statements. The results of their experiments suggest that prosodic cues not only make the grammatical analysis of a statement easier, but also allow listeners to foresee the material that has not been said yet. Speakers use common prosodic indicators particularly when they are aware that a sentence can be understood in multiple ways, and the earlier context of a statement does not help in grasping the appropriate interpretation. Of course, they do this only when they rely on being properly understood, which is, unfortunately, not always the most important motivation for transmitting content, e.g. in television news.

In analyzing the language of reporters reading the television news, one can distinguish many irregularities, on the verbal as well as non-verbal levels. Putting aside the verbal level of texts read in the news, it is worth pointing out the way in which they are articulated. This mostly means that reporters sometimes have a natural tendency to over-use rhetoric accents and avoid logical accents. They often also ignore the principles of text segmentation, by applying intonation inconsistent with the punctuation marks contained in the read text. Just these three characteristics of reporting statement style foresee that television viewers will have problems with grasping the proper meaning of the news.

Understanding television content

In the research presented in this article, understanding of television news is analyzed based on the assumptions of the theory of text understanding (Kintsch, van Dijk, 1980; van Dijk, 1980; 1997). Based on these principles, a four-level model of the range and depth of understanding of the content presented in audiovisual media was developed.

The first level incorporates understanding words and phrase connections and understanding visual scenes shown on the video track. On this level, viewers of the verbally provided content ought to understand the meaning of words, including their multiple meanings. They should also easily tie a name to the object or action to which it refers. In addition, based on the visual material, they ought to identify and differentiate the places and characters of the presented events as well as understanding the interactions among them. General knowledge is required at this level. This is a prerequisite and necessary minimum of understanding audiovisual messages.

The second level concerns understanding detailed information. Television viewers should not have problems with accurate recognition of information contained in the text and in the picture message. Based on the viewed news, they can respond to detailed questions on important facts (their time, place and protagonists). Tasks (test items) on this level allow for an additional evaluation of the ability to distinguish facts from opinions.

Appropriate grasping of the leading news idea is synonymous with reaching the third level of understanding. Three elements make up this level: (1) specifying the essential meaning of the message in the form of a paraphrase or summary, (2) differentiating and identifying the meaning of replies given by the people taking part in the news and (3) evaluating the intentions of its protagonists. Based on the tasks of this level, one can determine the ability to synthetically grasp the content of the message.

On the fourth level, understanding news is expressed by the ability to: (1) correctly describe the cause-effect relationships between facts and foresee the consequences, (2) easily select and link the stated information and (3) critically evaluate the presented content.

The majority of tasks testing all these levels of understanding of audiovisual messages have an external criterion which allows to evaluate the correctness of the solutions. Some of them also have a subjective criterion. This is expressed in terms of the certainty of a given reply. By comparing the correctness of a reply determined on the basis of the external criterion with the subjective conviction as to its correctness, we gain a deeper insight into the structure of knowledge and convictions of the subjects, developed on the basis of the message content.

Research problem and hypothesis

News programs are watched often and willingly. Their viewers, however, have great difficulties in accurately understanding their content. There are many factors which negatively influence the level of understanding news. Most likely one of these is the way the news items are read by the reporters preparing the news. Often news texts are read with excessive rhetorical accent, at the same time avoiding logical accents. Quite often, the rules of text segmentation are broken by inappropriate intonation in places where there are no punctuation marks. Do such non-verbal disturbances in (prosodic) forms of verbal messages lead to difficulties in understanding watched and heard television news? Is the picture of the television message able to compensate for the negative effects of inappropriate prosody in reporters' statements in the news?

According to the hypothesis verified by the research in this article, television viewers have difficulties in understanding verbally transmitted news content due to inappropriate prosodic articulation used by television reporters. Problems with understanding news content concern all four levels of understanding audiovisual messages, namely: (1) appropriately applied words, (2) reproducing important details of information, (3) synthesis of news content and (4) cause-effect inference.

Method

Subjects

60 master's students took part in the experiment (36 women and 24 men), aged 19-31 (M = 22.22; SD = 2.35). 17 subjects were from rural areas, 43 were city

residents. The subjects spent similar amounts of time watching television news programs. The subjects were randomly divided into two groups equal in number, differing in the main independent variable, namely the prosodic form used when reading the same news content.

Apparatus and test for news comprehension

The research was carried out at the Psycho-Neuro-Physiological Laboratory of the Department of Experimental Psychology at John Paul II Catholic University of Lublin. In order to present the audiovisual materials, 20" computer monitors with 1680x1050 pixel resolution and headphones were used. The subjects performed the test tasks in one-person laboratory soundproof chambers, sitting about 70cm from the monitor screen where the news was shown.

The test for news comprehension was composed of five types of tasks. The goal of the first one was to find out if the same news items read with different intonations were comparable with each other. The subjects judged them on seven five-point scales whose extremes were designated as follows: (1) untypical - typical, (2) not useful – useful, (3) unattractive – attractive, (4) uninteresting – interesting, (5) subjective – objective, (6) evaluating – without evaluation and (7) comprehensible – incomprehensible.

The task on the first level of understanding involved four sentences spoken in the news from which one word was removed. In the original version of the news, these sentences were spoken with improper intonation. The task of the subjects was to select from a given list of words the one that was missing from the sentence. The words on the list were chosen so that they would not be synonyms, but at the same time using them would not create a meaningless sentence. The context of the news from which the given sentence came decided which word was correct. For example, the sentence: "Cyber-violence is very #####; degrading materials, since copies stay on the Internet almost forever" was accompanied by the following list of words to choose from: "(a) universal, (b) harmful, (c) severe, (d) compromising, (e) long-term."

The task on the second level involved selecting appropriate endings of three sentences whose meaning was compatible with the news content. These sentences concerned essential facts related to the discussed event. For example: "For distributing elements of the anti-missile shields, the ...... (a) Hungarians, (b) Czechs, (c) Slovaks have already agreed to place them within the territory of their countries." This task tests the understanding of a television message in terms of detailed information.

The task on the third level required the subjects to choose one sentence (out of three provided) which best summarized, in synthetic form, the content of the viewed news. Only one sentence was formulated on a general level, the others were either related to a specific aspect discussed in the news item or were literal fragments of the news text.

The final task – the fourth level – involved replying to three questions about the possible causes of the events presented in the news. The replies were designed so that only one contained the actual cause of the event in question. The rest were causes of

other events only mentioned in the news. For example: "Why did the Speaker of the Senate cancel the planned session? (a) because all the draft laws which had come from the Senate had already been voted down, (b) because the representatives were working on several dozen legislative drafts, (c) because the senators wanted to take time off."

Tasks on the second and fourth levels had a scale where the subjects marked how strongly they were convinced (in percent) about the correctness of their replies.

Stimuli

Three original news items broadcast on Polish public television (TVP) were used in the experiment. Two of them concerned political events (a dispute between the government and the president's office and a dispute between the coalition and the opposition in the Senate), and one concerned a social-moral issue (cyber-violence). All the news items were prepared in two versions: with correct and incorrect intonation. The lector, who had plenty of experience working with television reporters, recorded the content of each news twice: (1) according to the rules of correct prosody of the Polish language (Dłuska, 1976) and (2) reproducing the original intonation of the reporter reading the news text. The soundtrack of the original news was compared in separate research with the track recorded by the lector and accepted by competent judges as being equivalent. Duplication of the original soundtrack by the lector was necessary to ensure comparability of the news in both versions. In this way, uncontrolled variables were eliminated from the experiment, namely those related to the gender and the voice timbre, strain or tempo of the person reading the news. Each subject viewed a set of three news items (independent variable with repeated measurement: NEWS), with correct or incorrect (original) intonation (independent inter-group variable: INTONATION).

Procedure

The experiment was carried out with each person individually and was composed of three parts. During each part, the subject viewed one news item and then performed a series of test tasks related to the content. Each news item was presented only once. The sequence of presentation of particular news items was the same for all the subjects: (1) the debate between the government and the president's office, (2) cyber-violence and (3) the debate between the coalition and the opposition in the Senate. Before the experiment, the subjects were asked to watch the news carefully. They were also informed that their assignment would be to answer several questions about the content of the viewed news. The entire experiment lasted 30 minutes.

Results

Subjective evaluation of various aspects of the viewed news

The t-Student test was carried out to analyze the differences between subjects who viewed the news with correct and incorrect intonation. Comparing the subjective

Figure 1. Differences between news items when reproducing missing words in the task from the first level of understanding the audiovisual message.
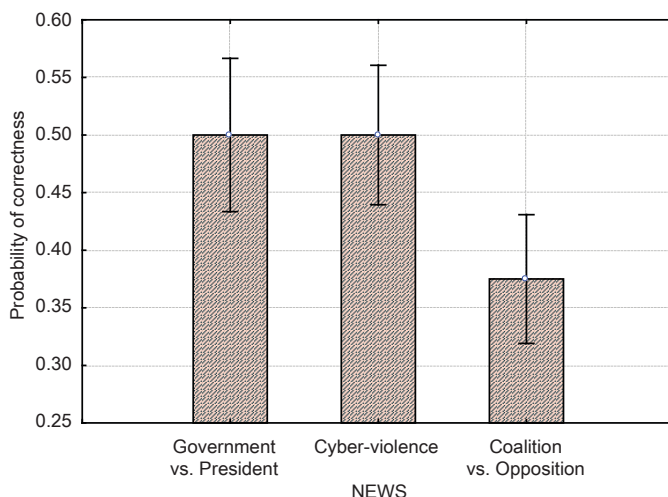
evaluations of the news in seven dimensions (see the Apparatus and Understanding News Test), it was found that subjects who viewed the original news had a poorer understanding of the content than those who viewed and heard the news with correct intonation (t(58) = -2.43; p<0.018). However, the differences were not found to be statistically significant between those who evaluated the news with correct and incorrect intonation with respect to the remaining dimensions. This means that changing the way the news content was articulated did not influence whether the news was considered typical, useful, attractive, subjective, evaluating or interesting.

The remaining four groups of tasks allowed for a deeper insight into the field in which the subjects had difficulties in understanding the original news content.

Remembering words in sentences with inappropriate intonation

The differences between subjects who viewed and heard the news in the original version and then with corrected intonation were analyzed using factorial mixed-design ANOVA with repeated measurement for the variable NEWS. It was found that people who viewed the original news reproduced the missing words significantly worse than subjects who received the news with the corrected intonation (F(1,58) = 5.06; p<0.028; η^2 = 0,08). In this respect, particularly great difficulty was caused by the news on the conflicts between the government coalition and the opposition (F(1,116) = 5.89; p<0.004; η^2 = 0.09; see Figure 1).

The differences between the first and third item and the second and third item was estimated by Scheffé's test, and were statistically significant (1 vs. 3: p<0.014; 2 vs. 3: p<0.014). There were no differences between the first and second news item.

Fig. 2. Differences between news items for certainty as to the correctness of the choice of appropriate endings of the sentences in the task from the second level of understanding the audiovisual message.
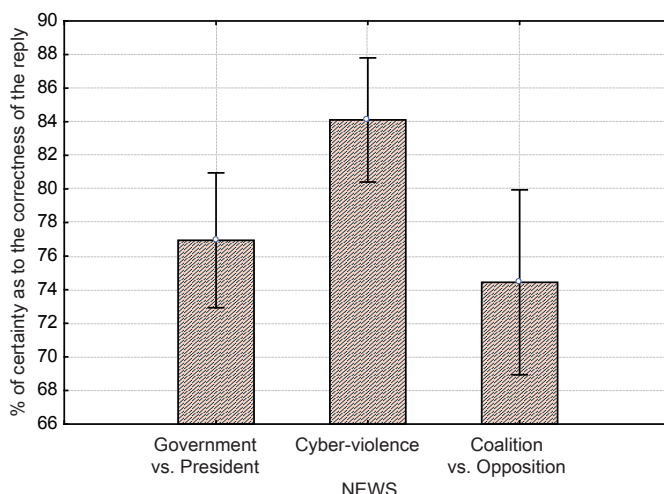

Understanding detailed information essential for the event presented in the news

The task from the second level of understanding tested to what degree the subjects remembered detailed information that was of key significance for understanding the message of the entire news. Factorial mixed-design ANOVA with repeated measurement for the variable NEWS was carried out. It was found that INTONATION was the variable which statistically significantly influenced the level of remembering detailed information from the news ($F(1,58) = 7.77$; $p<0.007$; $\eta^2 = 0.12$). Subjects who viewed and heard the original news with incorrect intonation remembered the meaning of less detailed information than subjects who were provided with the same information content, but read in accordance with the norms of Polish language prosody. However, no difference between individual news items was found, nor any interaction between the two variables taken into consideration.

In selecting one ending for each sentence, subjects also evaluated their own conviction as to the correctness of the indicated replies. It turned out that subjects who heard the news content in the version with correct intonation were significantly more convinced that they were choosing the correct ending for the sentences than subjects who heard the news in the original version ($F(1,58) = 16.63$; $p<0.001$; $\eta^2 = 0.22$). In addition, statistically significant differences were observed for certainty as to the correctness of the reply between the news items ($F(1,116) = 7.08$; $p<0.001$; $\eta^2 = 0.11$; see Figure 2).

Figure 3. Differences between news items for certainty as to the correctness of indicated causes of the events in the task from the fourth level of understanding the audiovisual message.
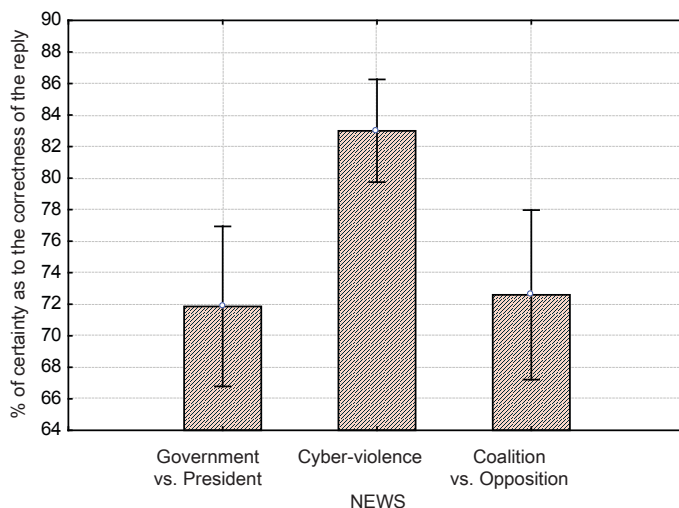
It was interesting that the subjects were significantly less sure of their replies regarding political (first and third news item) than social-moral news (second item). The differences between the first and second news items and the second and third, estimated by Scheffé's test, are statistically significant (1 vs. 2: p<0.03; 2 vs. 3: p<0.002). However, there are no statistically significant differences between the two news items with political content.

With respect to all the news items, statistically significant correlations were found between the correctness of reproducing detailed information on the events mentioned in them and the conviction of the subjects as to the accuracy of their replies (Government vs. President: r = 0.25; p<0.05; Cyber-violence: r = 0.45; p<0.001; Coalition vs. Opposition: r = 0.41; p<0.001).

Synthetic summary of the viewed news content

The subjects who viewed and heard the original news and those who viewed and heard the news with correct intonation, similarly pointed to the correct summary of the viewed news. This was found based on the results of a frequency distribution analysis using the chi square test.

Understanding the causes of events in the presented news

Similarly to the tasks of the first and second level of understanding of the audiovisual message, an analysis of differences between the two groups of subjects

was carried out by factorial mixed-design ANOVA with repeated measurement for the variable NEWS. An insignificant statistical tendency was found in which the subjects who viewed the revised news pointed more correctly to the causes of the discussed events than the subjects who viewed and heard the news in the original version $F(1,58) = 2.81; p<0.099$).

It turned out, however, that subjects who viewed and heard the news items with correct intonation were significantly more convinced of the correctness of their replies to the questions about the causes of the events than subjects who viewed these news items with the original (incorrect) intonation ($F(1,58) = 14.81; p<0.001; \eta^2 = 0.20$). Similarly, it was also found for the tasks of the third level of understanding that there were differences between the news items in terms of the certainty as to the correctness of the reply ($F(1,116) = 10.37; p<0.001; \eta^2 = 0.15$; see fig. 3).

As in the case of the task involving recalling important details from memory concerning the events discussed in the news, the subjects were significantly less certain of their replies after viewing political (first and third news items) than social-moral news (second item). The differences between the first and second news as well as the second and third, assessed by Scheffé's test, are statistically significant (1 vs. 2: $p<0.001$; 2 vs. 3: $p<0.001$). However, there is no statistically significant difference between the two news items with political content.

It is also interesting that for the information with political content, the correlation between the correctness of the selected causes of the events and the subjects' conviction as to the accuracy of their replies was statistically significant (Government vs. President: $r = 0.37$; $p<0.004$; Coalition vs. Opposition: $r = 0.45$; $p<0.001$). However, no such dependence was found for the news on the problem of violence on the Internet.

The influence of the subjects' demographic characteristics on the evaluation and level of understanding of news

None of the demographic variables controlled in the experiment: gender, place of residence (urban vs. rural), age, education (secondary vs. university-level), nor the preferred source of information about national and international events (television, Internet, radio, press, acquaintances, family), had any statistically significant influence on the results of the tasks in the comprehension test. None of these variables entered into a statistically significant interaction with the independent variables: INTONATION and NEWS.

Discussion

The results of the studies clearly show that the way the news is read in television information programs influences people's understanding of the content. Irregular intonation of read news text resulted in television viewers being unable to correctly reproduce the words in accordance with the context of the news content. They also

failed to remember the most important detailed information and had difficulties identifying the real causes of the events discussed in the news. These results fully confirm predictions based on the linguistic concept of understanding a statement, namely that people take into account a statement's non-verbal (prosodic) structure (Beach, 1991; Cutler, Dahan, van Donselaar, 1997; Diehl, Lotto, Holt, 2004; Dłuska, 1976; Ferreira, 2002; 2007; Greenberg, Ainsworth, 2004; Jun, 2002; Pierrehumbert, Hirschberg, 1990; Speer, Crowder, Thomas, 1993).

At the same time, it turned out that neither the same content (in the verbal sense) nor the same visual material in the presented news could counteract the negative effects of a form of verbal articulation of information content that was inconsistent with Polish language norms of prosody. If audiences of television broadcasts are not capable of correctly reproducing missing words according to the content of an entire news item, this means that they have not registered this context at all. This is confirmed by the results of tasks from the second and fourth level of understanding. In these, neither detailed information important for a given event nor the causes of the events were correctly registered in the memory of subjects who viewed the original versions of the news items.

It is worth remembering that in the procedure discussed here, the subjects reproduced the information content directly after viewing the news. The results of experiments carried out by Francuz (2002), for example, suggest that delaying the reproduction of news content by only one day causes a further drop in recollected and identified content, by at least 30%. The delay also influences the activation of cognitive schemes, which take over when replies are generated in comprehension tests. This means that the results obtained in the present experiment can be viewed as optimal by comparison.

In the context of the presented experiment results, compared to the first, second and fourth levels of understanding of audiovisual messages, the task performance results on the third level are somewhat surprising. Regardless of the type of prosody, the subjects chose the correct summary of the news more or less equally accurately.

Most likely this was the effect of inappropriate operationalization of the task on this level of understanding. For each news item, the subjects' assignment was to choose one statement, out of those presented, which synthetically grasped the content. The error was that if the subject did not watch any news at all, they would still be able to correctly select the statements which were the most general. Thus, the results of the experiment for the third level of understanding of the audiovisual message should be disregarded as an artifact.

The second group of results concerns the subjective value of the subjects' personal replies to the test questions in the tasks on the second and fourth level of understanding. No specific hypotheses were offered towards this dependent variable. However, it turned out that subjects who viewed and heard the news with correct intonation were significantly more convinced about the correctness of their replies to questions about particular information and about the causes of the events

than subjects who viewed the news items in the version with incorrect intonation.

It was also found that regarding the subjects' conviction as to the accuracy of their proposed solution to the tasks on the second and fourth levels, the news content itself was of essential importance. Political news caused significantly more uncertainty in the subjects than social-moral news. Considering that television news programs generally focus on presenting political topics, this result could be of particular interest to broadcasters.

It was also determined that there are statistically significant correlations between the correctness of task completion on the second and fourth levels of understanding the news and the subjects' conviction as to the accuracy of their replies. This effect has been registered in many similar experiments where the subjects' assignment was to recall news content immediately after viewing a news item (review see Francuz, 2002). It is worth adding that delaying the reproduction of news content causes an inversion of the initially high, directly proportional correlation between the correctness of remembered news content and the subjective conviction as to the accuracy of this reproduction. In particular, television viewers who often watch television news programs become more convinced over time about the accuracy of their *de facto* incorrect reproduction (Francuz, 2002; Lang, 2000; Robinson, Davies, 1990; Wober, Brosius, Weinmann, 1996).

The last group of experiment results concerns subjective valuing of news in various dimensions. First and foremost, it turned out that in terms of understanding, news with the original soundtrack led to much worse results than the same news with logical intonation. It is worth adding that subjects from both groups could not compare the two recordings, therefore their evaluation was based exclusively on what they heard and saw in the news presented to them. Better understanding of news which contained text read according to Polish prosodic norms is not surprising. However, we question the attitude of television news presenters who constantly repeat inappropriate schemes of articulation in texts they read in the news.

It was also found that eliminating an excessive number of rhetorical accents in favor of logical accents and proposing intonation according to Polish language norms of prosody does not negatively influence the evaluation of news in such categories as attractiveness, usefulness or objectivity. News read out correctly in prosodic terms does not make television viewers consider it to be less interesting. From this point of view, there is not even any difference in terms of typicality.

The main goal of gathering data on the evaluation of news according to the aforementioned dimensions was to standardize the stimulus material. The results of this analysis also show that logical intonation is definitely not a factor with a negative influence on maintaining viewers' attention or on the attractiveness of the message. In the light of the presented research results, it can be said that it is unquestionably possible to communicate verbally with audiences of news programs in a way that enables television viewers to understand news content and at the

same time watch the news with pleasure. It appears that a golden mean can be found between manifesting the television reporter's emotional attitude toward the content and the message's logical structure, with the help of appropriately used forms of articulation, in accordance with prosodic language norms.

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