Colang 2016 Workshop Syllabus

Teaching Pronunciation for Indigenous Languages

This workshop focuses on what you need to know in order to learn to pronounce words/sentences and to teach others pronunciation. Possible topics include: what teachers and learners need to know about how sounds are made; different types of knowledge (phonetic and phonological) about sounds and sound systems and how these affect pronunciation; the value of acoustic analysis for learning and teaching pronunciation; how to adapt for use in a language teaching classroom a grammatical description or pronunciation guide written for linguists; the relationship between writing systems, descriptions, and transcriptions of sounds; using verbal arts as tools for teaching pronunciation; and the use or development of language resources on sounds and sound systems. The workshop is geared towards speech community members or linguists who are thinking about how to learn and teach pronunciation in community contexts.

Instructor's name and email:

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Course materials:

Grant, Linda, and Donna M. Brinton. *Pronunciation myths: applying second language research to classroom teaching*. University of Michigan Press, 2014. (A suggested resource; information for optional purchase < https://books.google.ca/books/about/Pronunciation_Myths.html?id=OUbznQEACAAJ&redir_esc=y >)

A sample pronunciation guide with audio for in-class discussion
http://web.uvic.ca/hrd/hulq/vocab/lesson01/vc01_01.htm
This is a guide to pronunciation for language lessons for the Hul'q'umi'num' Language Lessons (Salish) produced by Tom Hukari et al and being used by Hul'q'umi'num' learners. This guide has audio files associated with it, as well as information about how to produce the sounds in comparison to English sounds.

A sample grammar for in-class discussion: focus on description of the sound system (Chapter 1; **§§1.1, 1.2)**
http://www.cas.unt.edu/~montler/Saanich/Outline/index.htm
This is a grammar of SENĆOŦEN (Saanich, North Straits Salish).
Montler, T. 1986. *An Outline of the Morphology and Phonology of Saanich, North Straits Salish.* Occasional Papers in Linguistics, No 4. Missoula: University of Montana Linguistics Laboratory

• Powerpoints, handouts and other resources will be added to the website prior to and throughout the workshop.

Pre-Class Homework:

Workshop participants will focus on one target language for the course.

- We suggest you bring some (linguistic) resources for that language to assist with the hands on activities and materials development.
- **For the first class: identify what you think some difficulties are in teaching pronunciation in your language and bring them to class prepared to discuss**

Course Resources:

For workshop participants who do not have prior training in linguistics or who wish to review phonetics, we recommend you view these videos before Day 1:

• Introduction to Articulatory Phonetics (Consonants) – video 1

< https://www.youtube.com/watch?v=dfoRdKuPF9I>

• Introduction to Articulatory Phonetics >(Vowels) – video 2

< https://www.youtube.com/watch?v=u7jQ8FELbIo&index=2&list=RDdfoRdKuPF9I>

• Introduction to the International Phonetic Alphabet – video 3

<https://www.youtube.com/watch?v=g_SHfoUDj8A&index=3&list=RDdfoRdKuPF9I>

• Articulatory IPA (via MRI – a visualization) video 4

< https://www.youtube.com/playlist?list=PLKGCiuMS-nxoyh3I9dFG3kJyP4E9zAyXB>

Free software we recommend you download to try out in the course:

• Praat Software http://www.fon.hum.uva.nl/praat/

• Audacity Software https://sourceforge.net/projects/audacity/

• ELAN Software https://tla.mpi.nl/tools/tla-tools/elan/download/

Helpful resources for typing or using phonetic alphabets:

• IPA Typing Tool/IPA Palette

http://ipa.typeit.org/

https://www.blugs.com/IPA/

• IPA Chart with Sounds

http://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/

http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm

• IPA Phonetics App

https://itunes.apple.com/us/app/ipa-phonetics/id869642260?ls=1&mt=8

Other optional (free) resources:

• Articulatory ultrasound tool demonstration http://www.endangeredlanguagefund.org/navajo.php

• Toney Software https://github.com/langtech/toney

• Expressives (stimuli kit; needs registration) http://fieldmanuals.mpi.nl/volumes/2007/expressives/

Supplies needed:

- Participants may choose to bring their own laptops, but are not required to do so. The instructors will provide example materials for the exercises in each lecture; participants are also encouraged to bring their own language materials for class discussion and completing the assignments.

Course goals:

- To create an accessible way to talk about the sound patterns of Indigenous languages
- To identify any challenges of teaching Indigenous language pronunciation and to propose creative and relevant pedagogies
- To develop a toolkit of resources for teaching pronunciation in the participant's chosen language
- To show how teaching pronunciation can be rooted in cultural and traditional knowledge by the use of "authentic" language resources like Indigenous songs or storytelling

Student learning objectives:

- To demystify the study of the sounds of languages (which are pretty cool!)
- To develop a meta-vocabulary for talking about sound patterns
- To become aware of the resources for teaching the pronunciation of Indigenous languages
- To develop a small set of materials for teaching pronunciation that can be immediately used in the Indigenous language learning context (whether classroom or pairing with an elder in Master-Apprentice)

Instructional methods:

- Instruction will be provided through a combination of lectures, discussion, hands-on learning, and application of principles through assignments.

Evaluation: Students will work individually or in pairs throughout the class to produce five assignments that apply what they have learned in the class to develop materials for teaching one particular language. Students taking the course for academic credit will submit the following five assignments by the end of the last day of class.

1. Create a list of the resources available for your language; identify the location where these resources exist.
2. Identify the three biggest pronunciation challenges for learners of your language and then come up with a list of possible resources that could help learners tackle these challenges.
3. Create a pronunciation guide handout for your language.
4. Create a homework assignment to be used by your language's learners; the homework must use audio recordings (in your language!) in order to be completed. (Specify what the content of the audio is and what the goal of the homework is for the learners.)
5. Create a lesson plan for a class using recorded audio from storytelling, songs, or another verbal arts genre.

Course evaluation will be on a Pass/Fail basis, with full attendance and submission of the materials above required to pass.

Disabilities services: "The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."