

SLS 460: English Phonology (Spring 2017) Revised Feb 27
MWF: 11:30-12:20 / BUSAD-C103

Instructor: Hyunah Ahn

Email: hyunah.ahn@hawaii.edu

Office Hours: M 12:30–1:30PM or By appointment

Office: Moore Hall 263

Office Hour Sign-up: <http://www2.hawaii.edu/~ahnhyuna/teaching.html>

COURSE DESCRIPTION

This course introduces the basics of English phonetics and phonology as they relate to other aspects of language and with emphasis on areas of interest to second/foreign language learners, teachers, and researchers. The course will cover:

- The system of English consonants, vowels, and prosodic elements,
- The acquisition of first and second language phonology,
- How transfer, universals, developmental processes, age, and instruction affect the acquisition process,
- Analysis of ESL/EFL learners' pronunciation and ways of providing feedback,
- Issues, techniques, and materials for teaching pronunciation,
- The role of pronunciation instruction in an ESL/EFL curriculum.

Classes will consist of lectures, readings, discussions, data analysis, exercises and materials review. Where possible, practical classroom applications will be provided and demonstrated. The course aims to provide English teachers and future second language researchers with some understanding of the English sound system and to assist in the development of soundly based pronunciation pedagogy.

STUDENT LEARNING OUTCOMES

At the end of the semester, students will be able to...

1. Describe English speech sounds in phonetic terms (articulatory phonetics)
2. Explain changes in speech sounds in connected speech (phonology)
3. Analyze second language learners' L2 English speech sounds
4. Identify native language influence on L2 learners' English pronunciation
5. Propose a research study that either (1) tests the effects of pedagogical techniques that aim to help second language learners improve their L2 English pronunciation or (2) probes the systematic changes of L2 English pronunciation under the influence of native languages.

COURSE MATERIALS

Required textbook: Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge: Cambridge University Press. (available at the UH Bookstore or online)

Optional reading: Research articles recommended for presentation (to be made available by the instructor):

- Choi, W., Tong, X., & Cain, K. (2016). Lexical prosody beyond first-language boundary: Chinese lexical tone sensitivity predicts English reading comprehension. *Journal of Experimental Child Psychology*, 148, 70–86. doi:0.1016/j.jecp.2016.04.002
- Derwing, T. M., & Munro, M. J. (2014). Training native speakers to listen to L2 speech. In J. M. Levis & A. Moyer (Eds.), *Social dynamics in second language accent* (pp. 219–238). Boston/Berline: Walter de Gruyter.
- Gatbonton, E., Trofimovich, P., & Magid, M. (2005). Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. *TESOL Quarterly*, 39(3), 489–511.
- Hahn, L. D. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly*, 38(2), 201–223.
- Levis, J. M., Sonsaat, S., Link, S., & Barriuso, T. A. (2016). Native and Nonnative Teachers of L2 Pronunciation: Effects on Learner Performance. *TESOL Quarterly*, 50(4), 894-931. doi:10.1002/tesq.272
- Piske, T., MacKay, I. R. A., & Flege, J. E. (2001). Factors affecting degree of foreign accent in an L2: A review. *Journal of Phonetics*, 29, 191–215. doi:10.006/jpho.2001.0134
- Rau, D. V., Chang, H.-H. A., & Tarone, E. E. (2009). Think or sink: Chinese learners' acquisition of the English voiceless interdental fricative. *Language Learning*, 59(3), 581–621.
- Subtirelu, N. C., & Lindemann, S. (2014). Teaching First Language Speakers to Communicate Across Linguistic Difference: Addressing Attitudes, Comprehension, and Strategies. *Applied Linguistics*, 37(6), 765–783. doi:10.1093/applin/amu068
- Thomson, R. I., & Derwing, T. M. (2014). The Effectiveness of L2 Pronunciation Instruction: A Narrative Review. *Applied Linguistics*, 36(3), 326-344. doi:10.1093/applin/amu076
- Wang, M., & Koda, K. (2005). Commonalities and differences in word identification skills among learners of English as a second language. *Language Learning*, 55(1), 71–98.

SEMESTER THEME: Chinese, Vietnamese, and Thai learners of English

Every semester, SLS 460 focuses on English learners of certain native languages. The focus of the two previous semesters was on Japanese and Korean learners of English. This semester (Spring 2017), the focus will be native speakers of Chinese (both Mandarin and Cantonese), Vietnamese, and Thai. International students whose first language is one of the four languages above will be recruited for your tutoring project and you will explore how those first languages can affect their L2 English pronunciation.

COURSE REQUIREMENTS AND GRADING

This course will utilize both cooperative and individual learning methods including, but not restricted to, the following:

1. Attendance & active participation (10%)
2. Presentations on... (30%)
 - a. A research article
 - b. L1 analysis
 - c. Lesson plan
3. Four quizzes (20%)
 - a. Consonants
 - b. Vowels
 - c. Connected speech
 - d. Prosody
4. L1 analysis report (10%)
5. Semester Project (30%)
 - a. Pronunciation practicum & Teaching portfolio
 - b. Research proposal in a poster format

ATTENDANCE & PARTICIPATION

In class: We will begin class on time each day. Late entrances disrupt the class for everyone, so please show respect for your classmates and your instructor and be in your seat and get ready to begin by 11:30. ***Arriving 5 minutes or more after the start of class is considered late. Three instances of tardiness will be considered as an unexcused absence.***

Outside class: This course includes a tutoring project. Therefore, you are expected to put in extra hours of work (e.g., time you meet with your tutee(s), two or more hours of lab work during the pre- and post-diagnostics week). Contributing your time during the diagnostics weeks is important and counts towards your attendance credit.

PRESENTATIONS

1. Research article presentation: Skim through the research articles provided in the optional reading section. You can choose one article that interests you the most. A presentation

should last about 20–25 minutes and the rest of the session will be used for questions and answers.

2. L1 analysis presentation: A presentation on L1 analysis should be given on one or more aspects of their L1 phonology. Online resources, library research, and/or field work with a native speaker informant are recommended to prepare for the presentation.
3. Lesson plan presentation: Present a lesson plan from your tutoring sessions. You can use activities provided in our textbooks or other references.

QUIZZES

Each quiz will account for 5% of your final grade and the quizzes will be given in the lab so you can use a computer and *Praat* to answer some of the questions. All quizzes will be open book as well.

L1 ANALYSIS REPORT

You will be given a set of sound files that have L2 English speakers' English speech sounds. By hearing them speak English, you will make scientific inferences in analyzing what their L1 will be. Phonological phenomena peculiar to certain languages but not available in English are transferred to L2 English. Your report should focus on describing such transfer and infer from such descriptions their native language.

PRACTICUM & TEACHING PORTFOLIO

A detailed log of what you have done in each tutoring session and an essay of teaching philosophy (pertaining to teaching L2 English pronunciation) and overall reflection should be submitted. As for the log, include all the lesson plans and materials used for each session. Log how your tutee received the lesson and what went well and what didn't go so well (and how it can be improved).

RESEARCH PROPOSAL IN A POSTER FORMAT

Your research proposal will be the culmination of the semester's work. The research you propose can be either (1) pedagogically oriented or (2) theoretically oriented. Try to read as many research articles as necessary and submit a plan of either a replication study or original research.

IRB APPLICATION (OPTIONAL)

If you are interested in conducting research and presenting the results outside the classroom, come see me about getting an Internal Review Board approval. This requires a few hours' work of going through some online training and paperwork but is definitely worth the time if you are interested in producing a writing sample for graduate school applications or are already a graduate student.

LETTER GRADE CONVERSION

97-100 = A+ 87-89 = B+ 77-79 = C+ 67-69 = D+ > 60 = F
93-96 = A 83-86 = B 73-76 = C 63-66 = D
90-92 = A- 80-82 = B- 70-72 = C- 60-62 = D-

LATE WORK

It is important that you keep up with the assignments in this course. As an added incentive, *late homework and papers will receive reduced points (-15%)* under any circumstances.

EXTRA CREDIT POLICY

- **LBC participation:** You may gain **2 extra credit points** for participating in the LBC project (Linguistics Beyond the Classroom). This may be done *once*.

Option 1:

Participate in one research project (such as an experiment), which will last less than one hour, as part of the linguistics human subject pool, and complete the associated questionnaire. All research projects will have been approved by the University of Hawai'i Committee on Human Studies. Research project list:

<http://www.ling.hawaii.edu/LBC/projects.html>

Option 2:

Review one media file (or a collection of very short files) related to linguistic research, from the list approved for this class, and complete a 500-word paper that summarizes the content of the media file and how it relates to what you are learning in class. Suggested media list: <http://www.ling.hawaii.edu/LBC/videos.html> (VCRs are available in Sinclair Library.)

- **Conference attendance:** You may gain **2 extra credit points** for attending a local conference or talk that is related to English (or any second language) pronunciation instruction, English phonology or L2 phonology: A Thursday SLS seminar or a Tuesday Linguistics seminar with a related topic counts. You should write a 500-word report. This may be done *once*.
- **Maximum Extra Credit Points:** Students may use extra credit opportunities for up to **2 points** in total. This counts as 2% of your final grade.

CHEATING AND PLAGIARISM

UH students are expected to abide by the following definition of academic honesty. Students who do not follow these rules, for whatever reason, **MAY** be charged with cheating or plagiarism. At UH, common punishments for such violations include failing the assignment, failing the course, suspension the UH-Manoa Student Conduct Code.

1. Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another's work as one's own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions form course requirements.
2. Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

(<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm#integrity>)

TENTATIVE SCHEDULE

- Week 1 M, JAN 9, 2017–Course overview
W, JAN 11, 2017–Consonants; Places of articulation
F, JAN 13, 2017–Consonants; Manners of articulation
- Week 2 M, JAN 16, 2017–Holiday: Martin Luther King., Jr. Day
W, JAN 18, 2017–How to use Audacity (Lab)
F, JAN 20, 2017– Consonants; Voicing and effects of environment
- Week 3 M, JAN 23, 2017– Consonants; Phonemes and allophones
W, JAN 25, 2017–How to use Praat (Lab)
F, JAN 27, 2017–Consonants review
- Week 4: Pre-diagnostics week
M, JAN 30, 2017– Vowels; tongue height
W, FEB 1, 2017–Quiz 1; Consonants (Lab)
F, FEB 3, 2017–Research article Presentation 1: Pauline, Liana
Piske, T., MacKay, I. R. A., & Flege, J. E. (2001).
- Week 5 M, FEB 6, 2017– Vowels; tongue placement
W, FEB 8, 2017–Vowels; formants (Lab)
F, FEB 10, 2017– Vowels; lip rounding / tense-lax
- Week 6 M, FEB 13, 2017– Connected Speech; Distortions of word boundaries / Assimilation
W, FEB 15, 2017– Connected Speech; Deletion, epenthesis (No Lab)
F, FEB 17, 2017– Research article Presentation 2:Shinsuke, Yujeong
Levis, J. M., Sonsaat, S., Link, S., & Barriuso, T. A. (2016).
- Week 7; Begin tutoring
M, 20 FEB– Holiday: President's day
W, 22 FEB–Quiz 2; Vowels (Lab)
F, 24 FEB–Connected Speech; sandhi variations in other languages
- Week 8 M, 27 FEB– Connected Speech; Phonotactics
W, 1 MAR–Prosody; Fundamental frequency (Lab)
F, 3 MAR– Research article Presentation 3: Chase, Lydia
Choi, W., Tong, X., & Cain, K. (2016)

- Week 9 M, 6 MAR– Prosody; Lexical stress
W, 8 MAR– Prosody; intonation and discourse (Lab)
F, 10 MAR– Prosody; sentential stress
- Week 10; Finish tutoring
M, 13 MAR– Prosody catch-up
W, 15 MAR– Quiz 3; Connected Speech (Lab)
F, 17 MAR– Research article Presentation 4: Yurina, Dustin
Subtirelu, N. C., & Lindemann, S. (2014).
- Week 11; Post-diagnostics week
M, 20 MAR– Lesson Plan Presentation 1 & 2
W, 22 MAR– Tutee speech analysis using Praat and R 1 (Lab)
F, 24 MAR– Lesson Plan Presentation 3 & 4
- (Spring Break)
- Week 12; ***L1 Analysis Report Due 9AM on Monday April 3, 2017***
M, 3 APR– L1 analysis presentation-Vietnamese
W, 5 APR– L1 analysis presentation-Thai (**No Lab**)
F, 7 APR– L1 analysis presentation-Chinese
- Week 13 M, 10 APR– **TBA**
W, 12 APR– Quiz 4; Prosody (Lab)
F, 14 APR– Holiday: Good Friday
- Week 14 M, 17 APR–Project meeting
W, 19 APR–*Tutee speech analysis using Praat and R 2* (Lab)
F, 21 APR–
- Week 15 M, 24 APR–TBA
W, 26 APR–Creating a poster (Lab)
F, 28 APR–TBA
- Week 16 M, 1 MAY–Course evaluation and wrap-up
W, 3 MAY–Conference