

# LING 830 – August 2

Pronunciation and language learning

Transcription

# Shifting gears

- Understanding morpho-phonology patterns can help us to predict what we should be hearing/saying
- So, studying morpho-phonology is one way to teach ourselves and others how to hear and speak Hul'q'umi'num'!
- Other strategies?

# Linguistics tools for listening and speaking

1. Understanding Hul'qu'mi'num' sounds: consonants, vowels, rhythm, intonation
    - **Phonetic details (Sonya)**
  2. Understanding (regular) patterns involving the sounds
    - **Meaning-based alternations (Su; Donna)**
      - Morphology and phonology (+ syntax and semantics)
      - E.g. progressives: reduplication, vowel reduction, resonant glottalization
    - **Sound-based alternations**
      - Phonology and phonetics
      - E.g. progressive: a~e based on following consonant
    - **Socially-based alternations**
      - Sociolinguistics
      - E.g. dialect differences
- **Upcoming classes: more phonetics** 😊

Speaking and listening  
*From the perspective of*  
Second language acquisition theory

# L2 speaking and listening

- Speaking and listening
  - How we hear and speak a second language (L2) is very much influenced by our first language (L1; English)
  - The effects of our L1 are very difficult to overcome

## *In production*

“In the first place, a well-attested outcome of production studies is that the strength of speakers’ L2 accents correlates highly with age of L2 learning (Flege et al. 1995). Thus, it is the norm, not the exception, for adult language learners to produce noticeably non-native speech, irrespective of their proficiency levels in other domains of L2 acquisition” (Munro 2016, p. 68-69)

# L2 pronunciation

Murray Munro (2016)

“...in spite of many dubious (and possibly fraudulent) claims made in commercial advertising, no compelling evidence has been presented that *any* type of instruction can systematically and reliably lead to native-sounding pronunciation in typical adult learners” (Munro 2016, p. 69)

# L2 speaking

## Indigenous language revitalization context

- General L2 pronunciation literature
  - Based primarily on English as an L2

Flege, J.E., Munro, M.J., MacKay, I.R.A. Factors affecting strength of perceived foreign accent in a second language. *JASA* 97, 3125-3134.

Munro, Murray (2016). Pronunciation learning and teaching: What can phonetics research tell us? In T. Isei-Jaakkola, K. Noda, & N. Hiraishi (Eds.) *Proceedings of ISAPH2016, 1st International Symposium on Applied Phonetics*. Nagoya, Japan. <http://www.sfu.ca/~mjmunro/MunroISAPh2016.pdf>

- Honoring our elders ways of speaking
  - Bird & Kell (2017). The role of pronunciation in SENĆOŦEN language revitalization. *Canadian Modern Language Review* 73(4), 538-569.

# L2 speaking

Indigenous language revitalization context

- Setting expectations
  - It's very hard for adults to learn to hear and pronounce an L2 as well as L1 speakers – see quotes from Munro (2016)
    - Don't be too hard on yourselves or your students 😊
- But, we can still try our best! Here's how:
  - Recognize features of L2 speech, as opposed to features of different ways of speaking (dialect)
  - Decide which aspects of L2 speech are most important
    - Which pronunciation challenges hinder communication the most?
  - Focus on those, and come up with creative ways of teaching and learning them
    - E.g. through speech visualization

# L2 pedagogy

A few other tidbits gained from L2 research

“Taken together, studies of inter-learner variability point unmistakably to a need for instruction that is tailored to **individual needs**. While identifying specific learners’ difficulties and addressing them may seem daunting, it is here that technological advances in digital recording and visual representations of speech.” (Munro 2016, p. 69)

“The theoretical concept of **functional load**, in fact, provides a basis for prioritizing some difficulties over others. For instance, segmental contrasts that distinguish large numbers of frequently-encountered, confusable words can be expected to be more critical for speech intelligibility and comprehensibility than contrasts that distinguish only a few, uncommon words.” (Munro 2016, p. 69)

“With respect to **prosodic features**, there seems little question of their importance in intelligible speech, though addressing prosodic concerns also needs more attention in research.” (Munro 2016, p. 69)

# Some challenges for Hul'q'umi'num'

- Consonants
  - lh ~ th ~ sh ~ s
  - k ~ q; kw ~ qw; kw' ~ qw'
  - ts ~ ts'; tth ~ tth'; tl
  - ch ~ ch'
- Vowels
  - u and e variation
  - short vs. short vowels
- Timing of articulations
  - Glottalized resonants (see yesterday's class)
  - Labialized consonants
  - Vowel+w/y (e.g. ay, aw)

# Your assignments

Name	Sound(s)
Rae Ann and Thomas	ts ts' tth tth'
Sonya	tl'
Bernadette	Glottalized resonants
Mandy, Colleen, Gina	hw xw
Darla, Margaret	Consonant clusters
Claudia	th lh
Carol and Ivy	e
George and Harvey	kw qw kw' qw'
Laura, Roberta and Roxy	kw qw

# Notes on *tsiitmuhw* by an L2 speaker

- First try

Change	What's happening
ts → st	The order of the sounds is reversed (“metathesis”)
t → ‘	The t is replaced with ‘unuhw (“lenition”)
labialized u → non-labialized u	I think this is related to hw → x: the consonant is not labialized, and so neither is the preceding u (“de-labialization”)
hw → x	Two things are happening here: 1) the velar fricative is being backed to the uvular fricative (“backing”) and 2) the fricative is losing its labialization (“de-labialization”)

- Second try (additional changes)

Change	What's happening
ts → ts’	The order of the sounds is now right, but the ts is pronounced as an ejective (“glottalization”)
ii → i (not sure about this)	Some of us heard the vowel as shortened a bit, although it’s not shortened a lot according to Maida’s measurements