

LING 830 – Phonetics and Phonology of a First Nations Language: Hul'q'umi'num'
July 6 - August 16, 2018

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Course time and location

Location: Hul'q'umi'num' Language and Culture Collective Centre

Time: **40 hours** of class time + **12 hours** of lab time

- Class time: 8:30am-12:30pm
- Class dates: July 6, 13, 27 (all Fridays); August 1-2-3, 7-8, 15-16

Office hours and support: Afternoons (as needed) on class days: July 6, 13, 27; August 1-2-3, 7-8, 15-16

Course description

All your previous Hul'q'umi'num' learning experiences have given you a solid foundation in terms of the sound structure of Hul'q'umi'num': how individual consonants and vowels are pronounced, how they are strung together into syllables and words, and how sentences and paragraphs contribute to the rhythmic flow of the language. In this class, we will build on this foundation, by exploring key aspects of Hul'q'umi'num' sound structure in a more focused way: how can we describe Hul'q'umi'num' sounds using **linguistic terminology**; what systematic **patterns** can we identify in terms of how Hul'q'umi'num' is pronounced across speakers and contexts; what are the **articulatory mechanisms** that underlie Hul'q'umi'num' sounds; what are the best ways to **transcribe** Hul'q'umi'num'; how can we overcome the challenges we face in learning to speak and listen to Hul'q'umi'num'. Through our work, we will also come to appreciate what makes Hul'q'umi'num' so rich, and so special, in terms of its sound structures.

Course topics

Topic	Learning outcome(s)	Why?
PHONETICS AND PHONOLOGY		
Classifying Hul'q'umi'num' sounds, based on linguistic concepts (features and natural classes)	Become familiar with terms used by linguists to talk about sound	To have a language to describe Hul'q'umi'num' sounds To make existing linguistic documentation more accessible
Listening to and transcribing Hul'q'umi'num'	Improve listening skills Become familiar with different ways of writing Hul'q'umi'num'	To improve writing and reading Hul'q'umi'num' To make existing linguistic documentation more accessible
Pronouncing Hul'q'umi'num'	Understand the basic articulatory mechanisms responsible for producing sounds and speech strings	To improve pronunciation, by gaining awareness about how sounds are produced.
Analyzing phonological and morphological processes affecting Hul'q'umi'num' pronunciation	Develop comfort in doing morphological and phonological analyses	To improve pronunciation, by understanding the systematic ways in which sounds vary

SOUND VARIATION AND CHANGE		
Exploring Other factors that affect pronunciation (e.g. speech style, dialect)	Appreciate the range of ways that people speak across contexts	To increase awareness of and appreciation for different ways of speaking
Comparing Hul'q'umi'num' to other dialects and languages	Appreciate the uniqueness of Hul'q'umi'num', and also how it fits in the 'bigger picture' of Salish languages	To increase awareness of what similarities and differences there are between Hul'q'umi'num' and neighbouring dialects and languages
SECOND LANGUAGE PRONUNCIATION AND PEDAGOGY		
Reviewing literature on second language acquisition and pronunciation	Setting reasonable expectations with respect to speaking and listening to Hul'q'umi'num'	To take second language acquisition expertise into consideration in teaching and learning Hul'q'umi'num'
Experimenting with a range of teaching and learning methods	Understanding and appreciating the different tools and strategies available for teaching and learning pronunciation	To have in our toolkit a range of methods for teaching and learning Hul'q'umi'num' pronunciation
Using technology to assist learning and teaching Hul'q'umi'num' pronunciation	Seeing the benefit of technology-assisted learning and teaching: ultrasound; Praat	

Evaluation

- Assignments (10% each): 40%
 - Morpho-phonological analysis
 - Phonetic analysis: listening and transcribing
 - Phonetic analysis: speaking
 - Reflective log synthesis: teaching and learning methods
- Reflective log (on pronunciation teaching methods) 10%
- In-class group work 30%
- Lab log (12 lab hours required) 20%

Timing

July 27
 August 1-16
 August 1-16
 August 17
 ongoing
 ongoing
 ongoing

Lab options (other options may be ok too – check with me if in doubt!):

- Learning to use Praat for recording, listening to, and analyzing speech patterns
- Analyzing the phonetics and/or phonology of particular Hul'q'umi'num' pronunciation features
- Transcribing recordings
- Trying out pronunciation teaching methods with UG students
- Creating instructional materials
- Practicing pronunciation with support (from teacher/Elder/speech visualization tools)
- Processing class content (e.g. by creating summary “cheat” sheets)

Tentative outline

Note: we will likely cover the course topics in a more organic fashion than what is outlined below; the outline is meant as rough guide, to help us keep track of topics included in the course.

Day	Topic	Course work
1. Friday July 6 8:30-12:30	Introduction – Part 1 <ul style="list-style-type: none"> - Role of phonetics and phonology in Hul'q'umi'num' documentation and revitalization - Partnership Development Grant: combining research and teaching - Course description: topics and methods Introduction – Part 2 <ul style="list-style-type: none"> - Introduction to describing sounds phonetically and phonologically (distinctive features and natural classes) - Introduction to phonetic, phonological, and morpho-phonological processes 	Group discussion: Reflecting on pronunciation <ul style="list-style-type: none"> - What do you love about Hul'q'umi'num' sounds? - What are the challenges? - What is important to you? Reflection 1: Language games Reading: Bird & Kell (2017); O'Grady & Archibald (2016)
2. Friday July 13 8:30-12:30	Morpho-phonological processes: clitics Guest: Donna Gerds	Reflection 2: Learning through linguistic analysis Readings: Gerds & Werle (2014) Hukari (1978)
3. Friday July 27 8:30-12:30	Morpho-phonological processes: imperfectives Guest: Suzanne Urbanczyk	
4. Wednesday August 1 12:30-4:30	Getting into the guts of sound <ul style="list-style-type: none"> - Second language acquisition: listening and speaking - Writing Hul'q'umi'num' - Transcribing with Praat 	Reflection 3: Learning through listening Reading: Munro (2016)
5. Thursday August 2 12:30-4:30	Hul'q'umi'num' Consonants <ul style="list-style-type: none"> - Phonetics - Phonological processes 	Reflection 4: Technology assisted learning – ultrasound Reading: Bliss et al. (2018)
6. Friday August 3 8:30-12:30	Hul'q'umi'num' vowels <ul style="list-style-type: none"> - Phonetics (coarticulation effects) - Phonological processes (full vowel ~ schwa alternations with suffixation) - Schwa: specification and variation 	Reflection 5: Learning through teaching Reading: Nolan (2017)
7. Tuesday August 7 8:30-12:30	Hul'q'umi'num' syllables <ul style="list-style-type: none"> - Sonority - Consonant clusters and schwa 	Reflection 6: Technology assisted learning – Praat Reading: Bianco (1976)
8. Wednesday August 8 8:30-12:30	Stress (affixation and stress shift) Rhythm Prosody and intonation	Reflection 7: Learning through imitation Reading: Bianco (1998)
9. Thursday August 16 8:30-12:30	Sound change Dialectal variation <ul style="list-style-type: none"> - <x> (palatal fricative) in Sto:lo - [tθ ~ ts] in SENĆOŦEN and Hul'q'umi'num' - Tone in Upriver Halkemelem Ceremonial Hul'q'umi'num' (intonation) Singing Hul'q'umi'num' Onomatopoeias	Reflection 8: Learning through singing and other performance methods Reading: Gerds & Peter (2001); Swadesh (1952); Brown & Thompson (2005)
10. Friday August 17 8:30-12:30	Wrap-up	Reflection 9: Reflecting on reflections - favourite methods for learning pronunciation

Readings for this class

- Bianco, Violet (1998). Stress assignment in Halkomelem-Cowichan roots. *ICSNL* 33, 60-76.
https://lingpapers.sites.olt.ubc.ca/files/2018/03/1998_Bianco.pdf
- Bianco, Violet (1996). *The role of sonority in the prosody of Cowichan*. MA Thesis, University of Victoria.
- Bird & Kell (2017). The role of pronunciation in SENĆOŦEN language revitalization. *Canadian Modern Language Review* 73(4), 538-569.
- Bliss, H., S. Bird, B. Gick, S. Burton and A. Cooper (2018). Seeing speech: Ultrasound-based multimedia resources for pronunciation learning in Indigenous languages. *Language Documentation & Conservation*.
- Brown, Jason & James Thompson (2005). Is Upriver Halkomelem a tone language? *ICSNL* 40, 49-64.
- Gerdts, Donna & Ruby Peter (2011). The form and function of nativized names in Hul'q'umi'num'. *ICSNL* 46, 81-100. <http://www.sfu.ca/~gerdts/papers/GerdtsPeterICSNL46.pdf>
- Gerdts, D. B., & Werle, A. (2014). Halkomelem clitic types. *Morphology* 24, 245-281.
- Hukari, Thomas (1978). Halkomelem Nonsegmental Morphology. *ICSNL* 13, 157-209.
https://lingpapers.sites.olt.ubc.ca/files/2018/03/1978_Hukari.pdf
- 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>
- Nolan, Tess (2017). A phonetic investigation of vowel variation in Lekwungen. MA Thesis, University of Victoria. (<https://dspace.library.uvic.ca/handle/1828/8062>)
- O'Grady, William & John Archibald (2016). *Contemporary Linguistic Analysis, 8th Edition*. Toronto: Pearson. (pp. 17-38; 40-46; 56-76).
- Swadesh, Morris (1952). Salish Phonologic Geography. *Language* 28(2), 232-248.

Other literature on Hul'q'umi'num' phonology

- Galloway, Brent (1973). Reduplication in the Chilliwack dialect of Halkomelem (with a sketch of phonemics). *ICSNL* 8.
https://lingpapers.sites.olt.ubc.ca/files/2018/04/1973_Galloway.pdf
- Harris, Jimmy (1966). *The phonology of Chilliwack Halkomelem*. MA Thesis, University of Washington.
- Huraki, Thomas (1981). Some phonological problems in the Cowichan *l*-infix plural. *University of Montana Occasional Papers in Linguistics* 2, 70-79.
- Hukari, Thomas (1977). Resonant devoicing in Cowichan. *Canadian Journal of Linguistics* 22, 46-61.
- Jones, Michael (1976). Morphophonemic properties of Cowichan actual aspect. MA Thesis, University of Victoria.
- Kava, Tiiu (1969). A phonology of Cowichan. MA Thesis, University of Victoria.
- Shaw, Patricia, Susan Blake, Jill Campbell & Cody Shephard (1999). Stress in Hun'q'umi'num' (Musqueam) Salish. In Marion Caldecott, Suzanne Gessner, & Eun-Sook Kim (eds.) *UBCWPL: Proceedings of the Workshop on Structure and Constituency in Languages of the Americas 2*, 131-163.

Bibliography of Halkomelem materials (Yinka Dene Language Institute):

<http://www.ydli.org/biblios/halkbib.htm>