LING 830 – Assignments

In order to streamline your coursework a bit, I've organized your four assignments so that they are all based on the sound(s) that you chose to explore in your labs. Here are some basic instructions for each assignment - we can discuss these in class:

1) Describing your focus sounds:
   a. What sounds are you working on? (provide corresponding letters)

   b. Describe the sound or set of sounds that you're focusing on, in terms of the **phonology**:
      - How are the sounds described by linguists, in terms of place and manner of articulation?

   c. Come up with a short list of words to use to study these sounds **phonetically**
      - What environments are you including in your word list? (possibilities: word initial, word final, onset, coda, intervocalic (between two vowels), before/after a stressed vowel/schwa)

      - Create a wordlist, using the attached <u>wordlist worksheet</u>, with up to 20 words (maximum) that illustrate your focus sounds. Note: be sure to ask for help with this, since we can likely provide you some with recordings to use (see 2) below)

2) Listening and transcribing sounds
   a. Find existing recordings of L1 speakers pronouncing the sounds, or make new recordings (be sure to ask us for help, we probably have existing recordings).

   b. Listen to the recordings and describe your impressions about how the sounds are made, e.g. compared to similar sounds (how are they differentiated from similar sounds, from what you can hear?)
      - Do this on your <u>wordlist worksheet</u>

   c. Now look at the words using Praat: try to pinpoint on the spectrogram i) where the sounds are, and ii) what they look like. If you want, you can use a **textgrid** to segment and label your focus sounds (we'll talk about this in class), and then take a screenshot and export it to a word document or ppt presentation, to illustrate (e.g. in a teaching resource) what the sounds looks like.

3) Pronouncing sounds
   a. Record yourself and (other) learners **pronouncing** the sounds/patterns
      - Do this with your <u>wordlist worksheet</u>

   b. Describe your impressions about how the sounds are made, in particular about the differences you hear between the learners' pronunciation and the pronunciation of first language speakers (see 2)b above)
      - Do this on your <u>wordlist worksheet</u>, one wordlist worksheet per speaker you record

   c. Now look at the words using Praat: try to pinpoint on the spectrogram i) where the sounds are, and ii) what they look like, focusing in particular on how they look in comparison to L1 speakers (see 2c and 3b above). Again, if you want, you can use a **textgrid** to segment and label your focus sounds, and then take a screenshot and export it to a word document or ppt presentation, to illustrate to others what the sounds looks like.

4) Teaching sounds
   a. Reflect on the various **teaching methods** we've been experimenting with in class: Which method(s) you think would work well/not well to teach these sounds, **and why**? (e.g. language games, linguistic analysis, listening, speaking, using Praat, using Ultrasound)

   b. Prepare a **teaching unit** on the sound(s) you chose to explore
      - You will present these in our last class on August 16
      - Information to include:
        o What the sounds are
        o How they are articulated
        o How they sound

Wordlist worksheet

Aim for 5-20 words, depending on number of speakers you want to record
(fewer speakers = more words)

#	Word	Notes (impressions on pronunciation)
1		
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