

**Instructor's Resource Manual
and Test Bank**

for

**A Phonetics Workbook
for Students**

Building a Foundation for Transcription

Heidi M. Harbers

PEARSON

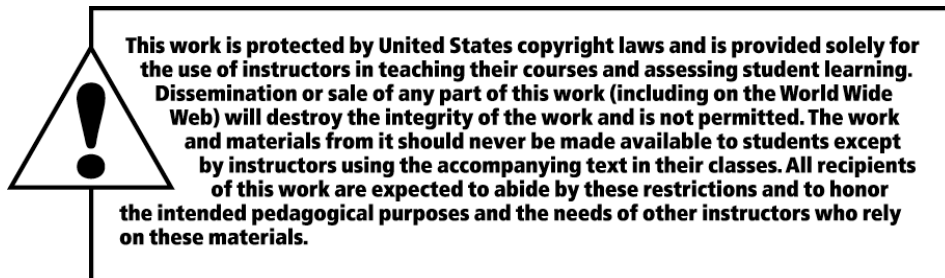
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A Phonetics Workbook for Students

OVERVIEW

My background in language and phonology, and my research in phonological awareness and early literacy skills have informed the way I teach my own phonetics course. I treat learning the symbols of American English from the International Phonetic Alphabet (IPA) in much the same way as children learn to read. Awareness of sounds needs to be addressed prior to learning which symbols are used to represent those sounds. Additionally, conventions of the written symbol system need attention. Because the foundation for the IPA is sounds, it is imperative that the nuances in the pronunciation of sounds also are emphasized.

Explanation of organizational framework

The overall presentation of information is deliberate, explicit, and systematic to promote successful learning. The first challenge it presents to students is to think about sounds in the face of orthography (Unit 1). It then introduces the vowels (Unit 2) and consonants (Unit 3) of the English phonology system. Pronunciation information, including allophonic, dialectal and accent variations, are included within each of these units. Lastly, the topics of broad transcription and word stress are introduced (Unit 4).

The primary focus of this workbook is to **prepare** students to be able to transcribe speech phonetically by increasing their awareness and knowledge about the English sound system, their knowledge of how individual sounds are formed, and their understanding how sounds combine to form words. This workbook presents an active learning tool for individuals studying articulatory phonetics and English pronunciation skills. Its goal is to provide a “sound” foundation from which transcription skills can develop. This workbook is not the “typical” phonetics workbook. Using this workbook will provide students with a sufficient foundation needed to learn to attend to sounds in words so that learning and applying a new symbol system will be a successful experience for them. This workbook slows down the learning process so that students have an opportunity to develop the skills and strategies they need before they are required to use them.

The contents of the workbook are grounded in the following learning principles:

Provide a firm foundation

- It is the aim of this workbook to systematically lead students through each level (general awareness of sounds → vowels → consonants → general transcription and word stress) *separately* so they are able to learn new information on a firmer foundation.

Place students in situations of cognitive dissonance with support

- Creating confusion is the hallmark to learning as students are propelled to make sense out of course content. Students vary in their tolerance levels so the instructor needs to balance challenge with support.

Encourage students to be “meta”

- “Meta” skills require conscious attention be given to a specific entity apart from understanding the meaning. To be “meta” requires knowledge to become explicit, rather than implicit. The content in this workbook is presented in such a way that students have to think about sounds in an explicit manner. Provide solid foundation

Scaffold student success

- Many strategies are provided throughout the workbook to assist students in being successful. Continual instructor demonstration of these strategies and reminders for their use is encouraged.

Prepare students for application (transcription) by providing ample practice and repeated exposure

- There are many exercises and many items per exercise to assist student learning. The instructor may want to suggest to students to save some items of each exercise for exam preparation in addition to the review chapters.

This will provide active preparation (completing additional items) rather than passive preparation (reviewing completed exercises).

- The exercises build upon each other so that each student can learn solidly by taking from what they have previously learned and applying the knowledge to new material.

Provide early success opportunities

- Fifteen transcription practice files are provided. In my class, weekly video quizzes are given as students build their foundation skills. I also post on-line video files for practice between quizzes.

Track patterns of errors in student work

- Summarizing major patterns of errors for the class and/or an individual student provides instructive feedback. Drawing students' attention to general (class) or individual "tendencies" models reflective thinking for them.

Encourage ongoing "meta" thinking and accountability for learning from students

- I ask students to not erase their errors but write any correct answers next to their responses. This way, students can make sense out of their response and re-strategize, if necessary.
- As students are acquiring a knowledge base of sound-symbol associations and sound characteristics, I ask students to state information on which they are solid and as well as areas that cause them confusion. This can be done in 5 minutes every other week.
- I use exam wrappers (Ambrose, Bridges, DiPietro, Lovett, & Noman, 2010) to assist direct students in analyzing their performance and to help them focus their energy.

Additional teaching tips:

I make available to the students a sheet of advice. See Advice for success (word document)

Some instructors begin each class with music to draw the class in, I begin (and often end) each class with a message in phonetic symbols (beginning day one).

See powerpoint file: Sample slides for first class

Sample messages for subsequent classes:

- Happy Monday. I hope you had a good weekend.
- Today's goal is to acquire the consonant symbols
- Quiz 2 is on Monday. Will you be ready?

My students always ask for additional exercises, especially to help them work with terms. I have included at least one crossword puzzle in each unit. A free program is available at <http://www.eclipsecrossword.com/> for you to create your own crossword puzzles.

Phonetics Dos and Don'ts:

Helpful Hints from Your Instructor

Do	Don't
1. Come to class. By being present, you facilitate your learning as well as your classmates. 2. Keep up with the pace of the class. 3. Try to practice every day. Learning phonetics is like learning a new language. It takes practice and practice makes permanent! 4. Complete the exercises BEFORE you check your answers. 5. Save some exercise items to help you review for the exam. 6. Focus on SOUNDS and not letters. 7. Make note cards to assist you in memorizing the phonetic alphabet and learning the sound-symbol correspondences. Put the phonetic symbol on one side and the specific sound characteristics on the other side. Purchasing a note card ring to keep them all together is a good idea. 8. Pay attention to writing each symbol correctly. 9. Find a good example word for the vowel sounds 10. TALK IT OUT. Find a study partner. Take turns producing and transcribing. LISTEN to how speech is produced. 11. Transcribe according to how the speaker says the word. Listen and watch carefully to the <i>speaker's production</i> and transcribe that. 12. Be patient in the learning process. You learn by doing. 13. Seek assistance when you things are not making sense.	1. Don't be afraid to ask questions. Most likely if you are having trouble so are other students. 2. Stop asking questions until you understand the answer to your questions. 3. Miss class. 4. Stay lost. Get clarification from your instructor or seek the help of a tutor as soon as possible. 5. Wait until the night before a quiz/exam to study. 6. Try and memorize the vowels by staring at the vowel quadrilateral for an hour. It is more useful to know <i>why</i> a particular vowel has certain characteristics (i.e. know <i>why</i> /i/ is high, front, tense, unrounded). 7. Transcribe according to how <i>you</i> say a word. 8. Get stressed about stress. To find the stress in a syllable, SAY IT ONE OR TWO TIMES how you would naturally say it. Saying the word too many times will cause you unnecessary confusion.

Unit 1: Laying the Foundation

Chapter 1: Thinking about the English Phonology System: Syllables and Sounds
Chapter 2: English Orthography
Chapter 3: Paying Attention to Sounds
Chapter 4: Term Review and Practice

From the preface...

The first unit focuses on phonological awareness (i.e., awareness of syllables, onsets, rimes, and sounds) as well as orthographic knowledge (i.e., knowledge about how spoken language is represented in print) and introduces students to basic terminology. It briefly presents the concepts of phonology, phonemes, allophones, coarticulation, assimilation, dialects, and accents, and alerts students to the impact these concepts may have on pronunciation and perception. This unit lays the foundation for the information and exercises that will be introduced in Units 2 and 3 in which the focus shifts to the production of individual sounds (articulatory phonetics) and the IPA symbols that represent them.

Audio CD tracks:

16: Provides examples in coarticulation

Introducing the information to students

I love beginning a phonetics class with sound and language play! It sets a tone for the course as well as promotes metalinguistic skills needed to attend to sound to the exclusion of print. Good sources of sound play are elementary school joke books (corny but great examples) and also the Family Circus cartoons. Exploration of spoonerisms, mondegreens, and malapropisms are great ways to assist your students in tuning into sounds.

Jokes

What do you call ham that you really want? *Pork-you-pine*
Where do you put a barking dog? *In a barking lot*
Why did the bacon laugh? *Because the egg cracked a yolk.*

Family Circus cartoons

A, E, I, O, and U are vowels and the other letters are continents.
“...forgive those who trespass against us. And leave us ninety-two temptations...”

Some of these cartoons can be found at Google images.

Spoonerisms and Malapropisms

www.fun-with-words.com

Mondegreens

“Later on, we’ll conspire, as we dream by the fire” heard as
Later on we’ll perspire, as we dream in the fire...
“Strangers in the night, exchanging glances” heard as
Strangers and the knight, exchanging lances.
“Don’t it make my brown eyes blue” heard as
Doughnuts make my brown eyes blue.

Additional examples can be found on the following websites:

www.corsinet.com/braincandy/wrlyric.html

www.kissthisguy.com “The Archive of Misheard Lyrics”

www.snopes.com/holidays/christmas/humor/mondegreens.asp

Additional activities and PowerPoint presentations included:

Chapter	Type	File name	Purpose
1	Activity	Extension exercise: Identifying types of syllables	To encourage students to consider the types of syllables at the same time as they analyze the syllable shape of various words.
	PowerPoint	Counting sounds lesson	To provide a class activity to encourage students to use strategies when thinking about sounds.
	PowerPoint	Counting sounds in words	To check students’ understanding of sounds vs. letters.
1-2	Activity	Name activity	To provide a vehicle for applying syllable terms
	PowerPoint	Terms	To highlight terms presented in chapters 1 and 2 and to assist students in applying the terms to what they know – their names.
4	Crossword	Unit 1 terms Shell, clues, key	To assist students in acquiring vocabulary.
	Test bank		

Extension exercise: Identifying Types of Syllables

The purpose of this exercise is for students to analyze the syllable shape of monosyllable words in two ways: presence/absence of coda (i.e., closed vs. open) and presence/absence of sequences (i.e., complex vs. simple).

DIRECTIONS: For each word, label the type of syllable shape present. Remember your definitions and do not be fooled by spelling!

Word		Open/Closed	Simple/Complex
germ	CVC	<u>CL</u>	<u>S</u>
eight		_____	_____
meant		_____	_____
shore		_____	_____
coin		_____	_____
bath		_____	_____
quit		_____	_____
give		_____	_____
day		_____	_____
limb		_____	_____
stood		_____	_____
cry		_____	_____
bowl		_____	_____
badge		_____	_____
rough		_____	_____

What is your first name? _____

Let's examine your name as a **word with syllables**

How many **syllables** does your name have? _____

SYLLABLE DIVISION RULES

Syllables are divided

1. between two consonants that are preceded and followed by a single vowel.
2. after an open vowel and before a single consonant
3. between two vowels that do not form one sound.

Write each syllable on the lines below

(Now, use C's and V's to represent the sounds in each syllable)

(Now, Identify the type of each syllable)

O = open, CL = closed, S= simple, COM=complex

Looking at EACH syllable of your name

Onset	_____	_____	_____	_____	_____
Coda	_____	_____	_____	_____	_____
Vowel nucleus	_____	_____	_____	_____	_____

Let's examine your name as a **word with sounds**

Use C's and V's to represent the sounds in your name _____

How many total sounds does your name have in it? _____

Write your name on the line and, using the box strategy, identify the letters that correspond to each sound.

List the vowels in your name _____

List the consonant singletons in your name

Prevocalic

Intervocalic

Postvocalic

List the consonant sequences in your name

Prevocalic

Intervocalic

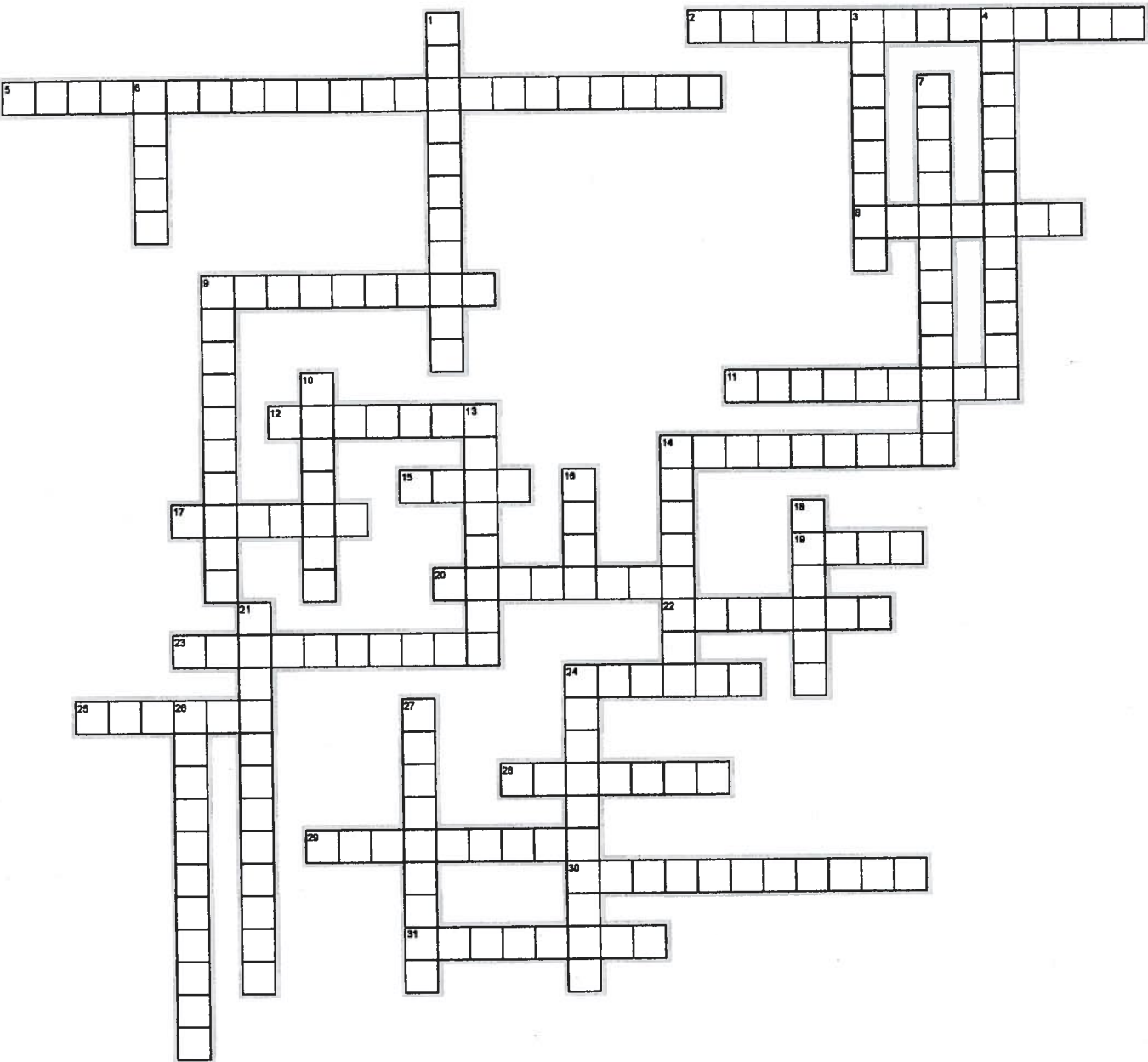
Postvocalic

Does your name have any consonant clusters? If so, circle those sequences that can be considered clusters above.

List any consonant digraphs in your name _____

Can you do the same thing with your last name?

Terms Unit 1



EclipseCrossword.com

Terms Unit 1

Across

2. The result of speech sounds overlapping with each other during production.
5. The allowable combinations of sounds in a particular language
8. A syllable that contains at least one consonant sequence
9. The written representation of a rime
11. The study of how speech sounds are perceived and produced.
12. Two letters that represent a single phoneme
14. One consonant sound by a vowel in a word
15. Nucleus + coda
17. Type of syllable that ends with a consonant.
19. Type of syllable that does not have a coda
20. Unit of pronunciation consisting of a vowel sound alone or a vowel sound with the consonants that precede or follow it.
22. Term that refers to the vowel sound in a syllable
23. Sounds produced by obstructing the vocal tract
24. Impact of one's first language on the sounds of one's second language
25. Type of syllable that consists of only a vowel or a vowel with singleton consonants
28. A speech sound used to differentiate meaning in words
29. All the different spellings for each sound
30. The writing system of a language
31. A letter or group of letters used to represent one sound
13. Words that sound the same but are spelled differently (e.g., here, hear)
14. Two or more consonant sounds next to a vowel in a word.
16. Consonants that follow the vowel in a syllable
18. Sounds that contain the most acoustic energy because they are produced with a relatively open vocal tract
21. Consonants that are between vowels in a word with two or more syllables
24. All the different ways a given sound can be produced
26. Consonants that come after the vowel in a syllable
27. Sound system of a language: includes all sounds and their variations as well as rules for combining them.

Down

1. Two words that differ by one sound; e.g., boat and coat; cap and cat, rip and rap
3. The unique way an individual speaks.
4. Oral structures that assist to change the vocal tract in order to form sounds.
6. The consonants that precede the vowel in a word/syllable; e.g., the 'd' in the word dog, the 'sk' in the word sky. Also termed prevocalic.
7. The change that a sound undergoes when influenced by its sound environment.
9. consonants that come before the vowel sound in a syllable
10. Any variety of language that is shared by a group of speakers; may include differences in sound preferences, vocabulary, and grammar.