

Instructor: Yu-Leng Lin

Course : Phonetics (語音學)

● **Goals**

The goal of this course is to introduce students to major research questions and findings concerning the phonetics and pronunciation of English and Mandarin Chinese, including consonants, vowels, tones and prosodic structure. Readings will cover these topics, with particular emphasis on familiarizing students with the research methods used and the reasoning behind the questions investigated.

Tentative Syllabus (Subject to change)

Week	Date	Contents	Assessment
1	9/7	■ Syllabus explanation ■ Course requirements ■ Basics of phonetics	
2	9/14	■ Consonants	Reading: 施雅婷 (2021) Leader: TBA --Leading discussion: fricatives
3	9/21	■ Vowels	Reading: Colantoni et al. (2025) Leader: TBA --Leading discussion: laterals
4	9/28	■ No class (中秋節)	
5	10/5	■ Syllable & prosodic structure	Reading: 梁菲蘭 and 黃郁欣 (2026) Leader: TBA --Leading discussion: syntax-phonology interface
6	10/12	■ Tones	Reading: Ou (2016) Leader: TBA --Leading discussion: stress
7	10/19	■ Tones	Reading: 許雲鳳 (2025) Leader: TBA --Leading discussion: tones
8	10/26	■ No class (臺灣光復節暨金門古寧頭大捷紀念日)	
9	11/2	■ Nasals	-- Research proposal: literature review and research gap Reading: 許慧如 (2014) Leader: TBA --Leading discussion: tones & language contact
10	11/9	■ Neutral tone	Reading: Lai (2009) Leader: TBA --Leading discussion: Nasal codas

11	11/16	Midterm presentation	-Midterm presentation (with materials ready)
12	11/23	■ Retroflex suffixation	Reading: 周一銘 (2024) --Leading discussion: neutral tone
13	11/30	■ Lead discussion: Your choice	-- Progress report 1: with preliminary results ready Reading: TBA --Leading discussion: TBA
14	12/7	■ Lead discussion: Your choice	-- Progress report 2: with preliminary analysis ready Reading: TBA --Leading discussion: TBA
15	12/14	Final presentation	-- Final presentation
16	12/21	Term paper	-- Final revised paper due
17	12/28	16 + 2 Flexible teaching week	
18	1/4	16 + 2 Flexible teaching week	

● Grading

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| 1. Attendance and in-class active participation | 20% |
| 2. Leading discussion (with handouts ready) | 20% |
| 3. Written research proposal (literature review and research gap) | 10% |
| 4. Oral midterm presentation (slides) (with materials ready) | 10% |
| 5. Written progress report 1 (with preliminary results ready) | 10% |
| 6. Written progress report 2 (with preliminary analysis ready) | 10% |
| 7. Oral final presentation (slides) | 10% |
| 8. Written final revised paper (at least 8000 words) | 10% |
- (As for 2, 4 and 7, handouts and slides should be provided to facilitate discussion.)

● Use of AI tools

Students may use AI tools to assist with reading and understanding the assigned literature (e.g., summarizing or clarifying designated readings). However, because this course emphasizes original analysis, design, and data interpretation, AI-generated content is not allowed in any drafts, presentation materials, or the term paper. This includes the use of AI tools to generate, modify, fabricate, or manipulate data, analyses, results, or interpretations. Any submission that includes AI-generated content will receive a grade of 0.

● Textbook

鍾榮富. (2015). *華語語音及教學: 新修訂版*. 正中出版發行.

● Readings

Colantoni, Laura, Alexei Kochetov & Jeffrey Steele. 2025. Articulatory Insights into the L2 Acquisition of English-/l/Allophony. *Language and speech* 68.832–64.

- Lai, Yi-hsiu. 2009. Acoustic correlates of Mandarin nasal codas and their contribution to perceptual saliency. *Concentric: Studies in Linguistics* 35.143–66.
- Ou, Shu-chen. 2016. Perception of English lexical stress with a marked pitch accent by native speakers of Mandarin. *Taiwan Journal of Linguistics* 14.45–69.
- 周一銘. 2024. 華語學習者語料庫語音偏誤研究: 以不送氣舌尖後翹舌音, 舌根鼻音和輕聲為例. *華語文教學研究* 21.1 – 38.
- 施雅婷. 2021. 從聽音與發音探討中級越南與印尼學習者華語無聲擦音習得. *華語文教學研究* 18.155 – 88.
- 梁菲蘭 & 黃郁欣. 2026. 句法-語義與句法-音韻界面下 wh-存在極性詞的二語習得. *華語文教學研究* 23.1 – 42.
- 許雲鳳. 2025. 馬達加斯加語母語者對普通話陽平和上聲的感知與產出. *華語文教學研究* 22.45 – 69.
- 許慧如. 2014. 在族群與語言接觸下形成的台灣華語——從聲學分析的結果看起. *Language and Linguistics* 15.635–62.