

CASLAR-6 (virtual)
July 30 – August 1, 2021

WORKSHOP
“Chinese prosodic transcription (CHIPROT)
for teaching purposes—a cookbook”



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target audience: practicing teachers, students of all levels, researchers

Features of connected speech such as stress, grouping, intonation, and information structure have crucial linguistic and communicative functions. Yet these features are seldom given attention in L2 teaching. When students practice Chinese utterances presented in teaching materials, they either have to get by with Chinese characters, or—at best—make do with plain Hanyu Pinyin. That is, they have no hints about the prosodic structure of the utterances. They often tend to produce them as a series of fully tonic syllables of equal prominence with incorrectly placed breaks. To help learners become more natural and fluent I have designed a **prosodic transcription CHIPROT** for teaching purposes. It can be used to **transcribe the recordings of common colloquial utterances** produced at a natural speech tempo. It reflects fundamental prosodic features of fluent speech, namely the degree of prominence of particular syllables, and grouping. It is based on Hanyu Pinyin, being rather iconic and easy to implement / use. For example:

你的那只钢笔在哪儿？	(Chinese characters)
<i>Nǐde nài zhī gāngbǐ zài nǎr?</i>	(plain Hanyu Pinyin)
<i>Nǐde nài-zhī gāngbǐ zài-NǎR?</i>	(CHIPROT)

Main principles:

- For marking **syllabic prominence** I set up four categories: ***BĀ*** (emphasized syllable), ***bā*** (normal syllable), ***bā*** (weakened or neutralized tonal syllable), and ***ba*** (toneless syllable).
- For **grouping / breaks** I set up two prosodic units: prosodic words (lexical words are connected by a dash), and prosodic phrases (intra-utterance break marked by a double slash //).

The workshop will offer a “cookbook” for CHIPROT. I will demonstrate how common colloquial recorded utterances containing high-frequency words can be transcribed. The participants will be advised how to use CHIPROT in their pedagogical practice while preparing teaching materials. The students may learn how to transcribe simple sentences themselves.

CHIPROT is implemented in my textbook *Speak Mandarin in a “haoting” way: prosody of colloquial Mandarin* (in Czech, in print). It aims to improve students’ fluency and communicative abilities. I will introduce the textbook in my conference paper. There are plans to translate it into English in the future. Theoretical background of CHIPROT can be found here: Třísková, Hana. "Is the glass half-full, or half-empty? The alternative concept of stress in Mandarin Chinese". *Studies in Prosodic Grammar*, 2019 (Vol. 4), No.2, pp. 64-105.