4th meeting

Started working on a pronunciation key before the subject and I met. The key contains columns for each of the materials we are using; the textbook, the phrase list, the dictionary. The last column contains close English equivalents of the sounds in the context of English words or explanations of the sounds when no such sound exists in English, such as the trilled ***r***.

When the subject arrived, I had gotten some work done applying to the key the information gathered from the previous session. I showed him my work & suggested that we work on it together some more with the new information I was assuming he was bringing. It was one of his tasks to ask his contact about a few more sounds we weren't sure about last time. He said he got some new information but had had a falling out with his contact and therefore had not been able to get all the information. He did however discover that one of the audio cds he had of the Mutsun language was in fact a recitation of the phrase list. The phrases were each spoken by two different speakers for the sake of illustrating possible personal variations in the pronunciations. That is variations having to do with the individual's physical vocal appartus rather than any dialectical variation or ambiguity in the correct pronunciation.

The subject also volunteered that he had listenned to the cd in its entirety a number of times (9 or 10), having had to drive for many hours the preceding week. We agreed that driving time was an excellent time to immerse himself in the language since listening to audio is one of the few things one can do while driving. He seemed to have absorbed quite a bit of the pronunciation and was ready with a number of corrections of pronunciations we had attempted the previous week. These corrections were from his own listening experience and not from dicussion with his contact. I found this very encouraging and was impressed by the amount of work he had done and progress he had made by simply exposing himself to the sounds of the language. This was evident when he volunteered the corrections of the work we had done last week and his pronunciation was much improved.

The fact that this was a text with a written reference was crucial to his engagement with it. He was really focused on deciphering the written word either into its correct oral form or into its component grammatical parts (as we shall see later). He reported that he did not memorize any vocabulary but had been focusing on the sounds of the language and pronunciation. I volunteered that the memorization was not necessarily our goal yet and we agreed that getting the pronunciation down was of the utmost importance.

We corrected all the words that we had been mispronuocing the previous week. We then worked together on the key to pronunciation. We made some assumptions about which orthographic convention was used in each of the three sources for the same sound. One was the **c** symbol also written **C** and **tc** depending on the source but also within the same source. We assumed that some of this inconsistency within the same document was a result of oversight or carelessness. We cheked all our assumptions by listening to the cd to get the right sounds for the symbols in the phrase list.

We then checked our assumptions about the corresponding symbols in the other sources by looking to see if the symbol used in the phrase list was present in the textbook or dictionary. When we did not find it, we assumed that another symbol was being used

and it was clear which one it was in some cases, though not in others (especially in the dictionary where there are a few symbols that had unclear ties to the symbols in the prase list). We worked mostly on the phrase list and textbook. More work needs to be done for all the symbols to be accounted for.

The symbols we checked on included **C** or **c** and **tc** corresponding to English ***tch***. There was also **tc** and **ttc** which were the geminate versions (we checked this using the recording of the word **mutcuw** in the phrase list where the gemination was very clear in the recording. This confirmed that **tc** was the geminate version of **c** in this source. However **tc** is the simple version of this sound in the textbook where **ttc** is the geminate version. We tried with **men-ootcokmase** but the geminate **oo** preceding the **tc** obscured the consonant's gemination and it was inconclusive in the recording) The **C** was found in the phrase list as well but was determined to be identical to **c** and analyzed as carelessness by the writers of the phrasebook.

The sounds of **s** and **S** were also confirmed by listening to the recordings. The symbol **T** in the phrasebook was found to correspond to the symbol **tR** in the textbook. These symbols represent the Mutsun sound which sounds like English ***tr*** with ***tch*** color. We agreed from listening to the recordings that this was a fair characterization of the sound and made the entry into the pronunciation key.

The subject also reported that the cd also contained spoken corrections to the phrase list where appropriate. For example, **makam** had to replace **men** in two instances and had to be removed entirely in another case.

The subject clearly gained a lot from listening to the cds. The biggest change seemed to me to be the level of engagement with the language which the subject experienced now. This was clear from the subject's excitement during the session and from his volunteering of many corrections which he had discovered. The immersion was key in this heightening of involvement, I think. Another clue of the heightened engagement was the subject's volunteering at the end of the session that he really wanted to try to parse the phrases for component parts; i.e. verb, subject, object, etc... and asked me if that would be ok. I was thrilled and wholeheartedly approved and encouraged this direction of engagement with the language.

We had done some work parsing the parts of one of the phrases earlier (last time or this time?) where I was able to show the subject that the words were not necessarily in the same order and that also different words may be used to give the same meaning so that the words were not necessarily directly translated, but could be somewhat idiomatic. We had seen this with a specific phrase (can't remember which). I think this also played a role in the subject's desire to explore this direction because it made him aware that there was more going on in the language that needed to be analyzed for it to be properly understood as an entirely different entity than English.

We left it with me him giving me his e-mail address and planning to send him the key. I requested the corrections he had printed out but of which I had no copy.