

**English Phonetics and Phonology (3 cr.) Fall 2014****Instructor:**

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**Course Dates:**

10/26 (Sun. 10:00-17:00)	11/16 (Sun. 10:00-17:00)	11/30 (Sun. 10:00-17:00)
2/1 (Sun. 10:00-17:00)	2/15 (Sun. 10:00-17:00)	

Note: Online work equivalent to 4 hours will be provided.

**Course Description:**

The main purpose of this course is to provide students with a basic knowledge of the sound system of English with particular reference to Japanese students' problems in acquiring English pronunciation. The topics include speech mechanism, consonants, vowels, syllable structure, stress, rhythm, intonation, sound phenomena occurring in connected speech, sound-spelling correspondences, and transcription systems including the International Phonetic Alphabet (IPA). Furthermore, the course will discuss factors affecting the acquisition of L2 pronunciation and issues related to pedagogy including what to prioritize in pronunciation teaching to help Japanese students develop "intelligible" pronunciation in the context of English as an international language. The course aims to equip students with necessary knowledge and skills which they will be able to use to address issues in Japanese students' English pronunciation and other related areas such as listening comprehension.

**Course Requirements:**

- A. Assigned Readings
- B. Written Homework Assignments (Workbook Exercises; Transcription Exercises)
- C. Final Exam
- D. Quizzes
- E. Course Project

**Textbooks/Materials**

Celce-Murcia, M., Brinton, D. M., Goodwin, J.M. & Griner, B. (2010) *Teaching Pronunciation: a Course Book and Reference Guide*. 2<sup>nd</sup> ed. Cambridge University Press. ISBN: 978-0-521-72976-5.

Rogerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*.  
 London: Continuum International Publishing Group.  
 ISBN: 978-0-8264-2403-7.

Workbook

Handouts

**Reference Books:**

- J.C. Wells (1990) *Longman Pronunciation Dictionary*. Longman. (in the library)
- R.M. Dauer (1993) *Accurate English: A Complete Course in Pronunciation*.  
 Prentice Hall Regents. (in the library)
- C.H. Prator & B.W. Robinett (1984) *Manual of American English Pronunciation*.  
 Harcourt College Pub; 4<sup>th</sup> (in the library)
- P. Ladefoged & K. Johnson (2010) *A Course in Phonetics*. Cengage  
 Learning, Inc. (an earlier edition of the book in the library)
- P. Roach (2009). *English Phonetics and Phonology: A Practical Course*  
 4<sup>th</sup> ed Cambridge University Press (in the library)
- R.L. Trask. (1996) *A Dictionary of Phonetics and Phonology*.  
 New York: Routledge. (in the library)
- Jenkins, J. (2000). *The Phonology of English as an International Language*.  
 Oxford: Oxford University Press. (in the library)

**Course Outline:**

All assigned readings are to be done before each class session.

**Session 1 (Sun, Oct 26)**

- Factors affecting the acquisition of L2 pronunciation
- Processes involved in L2 pronunciation acquisition
- Models and goals in pronunciation teaching
- Variations in pronunciation  
 RP vs. GA; other varieties
- The Difference between speech and writing
- Speech mechanism
- Units of speech
- Phonemes  
 Phonemic vs. phonetic transcriptions
- IPA (International Phonetic Alphabet)
- Consonants 1

*Readings: Celce-Murcia et al.: Chapter 2*  
*(especially, pp. 15~25; 32~34*  
*Chapter 3 (pp. 50~112.)*  
*Rogerson-Revell: Chapters 1, 2, 3, 4,*  
*(pp.1~60), 6 (pp. 94~114)*  
*Exercises: 1, 2, 3, 4, 5*

- Online work:
  - (1) Questions and answers as well as discussion between Session 1 and Session 2.
  - (2) Quiz on Session 1

**Session 2 (Sun, Nov 16)**

Consonants 2

Vowels

*Readings: Celce-Murcia et al.: Chapter 4*  
*(pp. 113~162)*  
*Rogerson-Revell: pp. 61~93*  
*Exercises: 6, 7A, 7B, 8*

- Online work:
  - (1) Questions and answers as well as discussion between Session 2 and Session 3.
  - (2) Quiz on Session 2

**Session 3 (Sun, Nov 30)**

Syllable structure

Consonant clusters

Phonotactics

Stress at the word level

Strong and weak syllables; strong and weak forms

Complex word stress

*Celce-Murcia et al.: pp. 98~101; 184~207*

*Rogerson-Revell: pp. 116~129; 137~152*  
*Exercises: 9, 10, 11, 12, 13, 14, 15, 16*

- Online work:
  - (1) Questions and answers as well as discussion between Session 3 and Session 4.
  - (2) Quiz on Session 3

#### **Session 4 (Sun, Feb 1)**

Stress & rhythm

Intonation

Tone units

Unmarked vs. marked accents

Paradigmatic focus and syntagmatic focus

Allophonic variations of voice, place, and manner in consonants

Allophonic variations of vowels

Sound changes in connected speech

Assimilation, word linking, etc.

*Readings: Celce-Murcia et al.: pp. 208~220;  
 221~272.*  
*Rogerson-Revell: pp.153~205*  
*Exercises: 17, 18, 19, 20, 21, 22*

- Online work:
  - (1) Questions and answers as well as discussion between Session 4 and 5
  - (3) Quiz on Session 4

#### **Session 5 (Sun, Feb 15)**

Pronunciation and listening

The sound system & morphology

The sound system & spelling

**PROJECT PRESENTATION**

**FINAL EXAM**

*Readings: Celce-Murcia et al.: Chapters 10, 11, 12  
Rogerson-Revell: pp. 211~262)*

**PROJECT:** Due: Sun, Feb. 15

**Grading Policy:**

This course will be offered for a letter grade. Your final grade for the course will be determined based on the following three elements:

- (a) Final Exam: 50%
- (b) Quizzes: 10%
- (c) Presentations: 20%
- (d) Course Project: 20%

<b>Grade</b>	<b>Score</b>
A:	85~100
B:	70~84
C	60~69