

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

English Phonetics and Phonology (Spring 2016)

Instructor: Yasushi Sekiya

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Course Schedule

4/10 (Sun. 10:00–17:00)	5/8 (Sun. 10:00–17:00)	6/12 (Sun. 10:00–17:00)
7/17 (Sun. 10:00–17:00)	8/3(Wed. 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. Lesson Activities (Try out pronunciation activities.)
- D. Final Exam
- E. Review Quizzes
- F. Course Project

Textbooks/Materials

Celce-Murcia, M., Brinton, D. M., Goodwin, J.M. & Griner, B. (2010) *Teaching Pronunciation: a Course Book and Reference Guide*. 2nd 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: (All the books are in the library.)

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; 4th (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* 4th 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, April 10)

- 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

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

- Online Work (Work Outside of Class)
 - (1) Questions and answers on the points covered in Session 1
 - (2) Transcription Exercise 1
 - (3) Try out pronunciation activities on consonants with your students.
 - (4) Quiz on Session 1 (To be submitted before Session 2)

Session 2 (Sun, May 8)

Vowels

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

- Online Work (Work Outside of Class)
 - (1) Questions and answers on the points covered in Session 2
 - (2) Transcription Exercise 2
 - (3) Try out pronunciation activities on vowels with your students.
 - (4) Quiz on Session 2 (To be submitted before Session 3)

Session 3 (Sun, June 12)

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 (Work Outside of Class)
 - (1) Questions and answers on the points covered in Session 3
 - (2) Transcription Exercise 3

- (3) Try out pronunciation activities on consonant clusters, final consonants, and word stress.
- (4) Quiz on Session 3 (To be submitted before Session 4)

Session 4 (Sun, July 17)

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 (Work Outside of Class)
 - (1) Questions and answers on the points covered in Session 4
 - (2) Transcription Exercise 4
 - (3) Try out pronunciation activities on rhythm, tone unites, intonation and sound changes occurring in connected speech.
 - (4) Quiz on Session 4 (To be submitted before Session 4)

Session 5 (Wed, August 3)

Pronunciation and listening
 The sound system & morphology
 The sound system & spelling
PROJECT PRESENTATIONS
STUDENTS' CHAPTER PRESENTATIONS
FINAL EXAM

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

PROJECT: Due: TBA

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: 40%
- (b) Quizzes: 10%
- (c) Quality of Assignments including Pronunciation Activities: 20%
- (d) Presentations: 10%
- (e) Course Project: 20%

Grade	Score
A:	85~100
B:	70~84
C	60~69