

English Phonetics and Phonology (Fall/Winter 2017)**Instructor: Yasushi Sekiya**Email address: sekiya@kanda.kuis.ac.jp**Course Schedule**

10/15 (Sun. 10:00–17:00)	11/5 (Sun. 10:00–17:00)	12/10 (Sun. 10:00–17:00)
1/21 (Sun. 10:00–17:00)	2/25 (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 acquire "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. Four Review Quizzes
- F. Course Project: Creating a set of activities to address two major pronunciation problems for your students, using the Celce-Murcia et al.'s (2010) framework.
- G. (Optional Project)
 - Record a Japanese student's pronunciation (in reading a text, or/and giving a presentation in English), analyze his/her pronunciation phonetically, and suggest how he/she can improve it.

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)
- L. Lane (2010) *Tips for Teaching Pronunciation: A Practical Approach* Pearson Education, Inc. (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 session.

“*Exercises*” refer to those from the workbook that I will give you before the 1st session.

Some exercises should be completed at home as homework, and others in class. (I’ll specify which exercises are homework assignments before each session.)

Session 1 (Sun, Oct 15)

- 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

Readings: *Celce-Murcia et al.: Chapter 2*
(especially, pp. 15~24; 32~35)
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 (Do Exercises 1-(2), 2-(4),(5),(6),(7),(8),3, 4, 5 as homework.; We will cover Exercises 1-(1), and 2-(1), (2), (3) in class.

- Work outside class on the 1st session
 - (1) Transcription Exercise 1-3
 - (2) Try out pronunciation activities on consonants with your students.
(To be reported in the 2nd session)
 - (3) Review Quiz on Session 1 (To be submitted before Session 2) **Online submission**

Session 2 (Sun, Nov 5)

Vowels

*Readings: Celce-Murcia et al.: Chapter 4
(pp. 113~162)
Rogerson-Revell: pp. 61~93*

Exercises: 6, 7A, 7B, 8

- Work outside class on the 2nd session
 - (1) Transcription Exercises 4-6
 - (2) Try out pronunciation activities on vowels with your students.
(To be reported in the 3rd session)
 - (3) Quiz on Session 2 (To be submitted before Session 3) **Online submission**

Session 3 (Sun, Dec 10)

Syllable structure

Consonant clusters

Phonotactics

Stress at the word level

Strong and weak syllables; strong and weak forms

Complex word stress

*Readings: 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

- Work outside class on the 3rd session
 - (1) Transcription Exercises 7-9
 - (2) Try out pronunciation activities on consonant clusters, final consonants, and word stress. (To be reported in the 4th session)
 - (3) Quiz on Session 3 (To be submitted before Session 4) **Online submission**

Session 4 (Sun, Jan 21)

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

Mishearing Assignment Due

- Work outside class on the 4th session
 - (1) Try out pronunciation activities on rhythm, tone units, intonation and sound changes occurring in connected speech. (To be reported in the 5th session)
 - (2) Quiz on Session 4 (To be submitted before Session 4) **Online submission**

Session 5 (Sun, Feb 25)

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: Sun, Feb 25

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