

English Phonetics and Phonology (Spring 2018)

Instructor: Yasushi Sekiya

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Course Schedule

4/15 (Sun. 10:00–17:00)	5/20 (Sun. 10:00–17:00)	6/10 (Sun. 10:00–17:00)
7/1 (Sun. 10:00–17:00)	7/15 (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 learning English pronunciation. The topics include speech mechanism, consonants, vowels, syllable structure, stress, rhythm, intonation, sound phenomena occurring in connected speech, sound-spelling correspondences, and pedagogical principles and techniques. Students also learn how to transcribe speech sounds using the International Phonetic Alphabet (IPA). Furthermore, the course will discuss factors affecting the acquisition of L2 pronunciation and issues on 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 speaking and listening skills.

Course Requirements:

- A. Assigned Readings + Demonstration of Assigned Lesson Activities from Lane's book & Celce-Murcia et al.'s book
- B. Written Homework Assignments (Workbook Exercises; Transcription Exercises)
- C. Lesson Activities (Try out pronunciation activities.)
- D. Four Review Quizzes on covered topics
- E. Final Exam
- 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) for extra points!
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.
- L. Lane (2010) *Tips for Teaching Pronunciation: A Practical Approach*
Pearson Education, Inc.
- English Phonetics & Phonology 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)
- Rogerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*. London: Continuum International Publishing Group. (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 phonetics and phonology 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, April 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.)

Lane: Introduction; Chapter 4

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 by April 22) **Online submission**

Session 2 (Sun, May 20)

Vowels

*Readings: Celce-Murcia et al.: Chapter 4
(pp. 113~162)
Lane: Chapter 5*

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 by May 27) **Online submission**

Session 3 (Sun, June 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
Lane: Chapter 1*

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 by June 17) **Online submission**

Session 4 (Sun, July 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.*

Lane: Chapters 2 & 3

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 unites, intonation and sound changes occurring in connected speech. (To be reported in the 5th session)
 - (2) Quiz on Session 4 (To be submitted by July 8) **Online submission**

Session 5 (Sun, July 15)

Pronunciation and listening

The sound system & morphology

The sound system & spelling

PROJECT PRESENTATIONS

STUDENTS' CHAPTER PRESENTATIONS

FINAL EXAM

Readings: *Celce-Murcia et al.: Chapters 7, 8, 9,
10, 11, 12*

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