

English Phonetics and Phonology for Language Educators (Spring 2020)

Instructor: Yasushi Sekiya

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4/12 (Sun. 10:00-17:00)	4/26 (Sun.. 10:00-17:00)	5/24 (Sun. 10:00-17:00)
6/28 (Sun. 10:00-17:00)	7/ 19 (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, and various sound changes occurring in connected speech. Secondly, students learn some pedagogical principles and techniques in teaching English pronunciation to Japanese learners of English. 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 from the Textbooks:** Celce-Murcia et al. (CBG), and Rogerson-Revell (R).
- B. **Demonstration of Pronunciation Activities** from CBG & other books
- C. **Written Homework Assignments** (Workbook Exercises; Transcription Exercises)
- D. **Try Out Pronunciation Activities** with your students after each session outside the classroom and report your reflection on them at the following session.
If you do not have a class to try out activities, please talk to me.
- E. **Chapter Presentations** from CBG (I will present Ch 7 in the 1st session.)
- F. **Four Review Quizzes:** (based on lectures, readings, and handouts) (Online Submission)
- G. **Final Exam** (based on the review quizzes)
- H. **Course Project:** Creating a set of activities to address two major pronunciation problems for your students, one segmental issue and one non-segmental issue, using CBG.'s (2010) communicative framework for teaching pronunciation.
- I. **Optional Project** for extra points!:
 - (a) 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 his/her pronunciation in terms of intelligibility.

- (b) If you feel you need to improve your English pronunciation for your teacher talk in the classroom, record your teacher talk (either scripted or natural) once toward the beginning of the course, listen to the recording, and decide on the target features to work on. Practice your teacher talk focusing on these features over a semester and record your teacher talk again toward the end of the course. Reflect on how your teacher talk has improved. Submit both recordings and your reflection to me.

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.

(Note: Only selected chapters will be used in class. Several copies of the book are available in the library.)

English Phonetics & Phonology Workbook (Provided by the instructor)

Reference Books: (All the books are in the library.)

L. Lane (2010) *Tips for Teaching Pronunciation: A Practical Approach* Pearson Education, Inc. (in the library)

L. Lane (2013). *Focus on Pronunciation 1, 2, 3* 3rd ed Pearson (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)

J. Murphy (2013) *Teaching Pronunciation*. TESOL International Association (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 Schedule: The following schedule is subject to change. Please check the latest schedule in the Google Drive class folder for this class.

All assigned readings and homework are enclosed in brackets. They should 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 12)

- Factors affecting the acquisition of L2 pronunciation
- 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
- Demonstration of lesson activities on consonants

◆ **Readings:** *CBG: Ch2 (pp. 15~24; 32~35)*

PART 2: (pp. 41~49)

Ch3 (pp. 50~112.)

R: Ch 3, 4,

◆ **Exercises:** 1-(2), 2-(4)~(8), 3, 4, 5, 6, 7 We will cover Exercises 1-(1) and 2-(1), 8, 9, & 10 in class.

◆ **Chapter Presentation (CBG): Ch 7: Pronunciation in the Language Curriculum**
(Presenter: Sekiya)

- Work outside class on the 1st session (After Session 1)
 - (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 online by Sun, April 19.)

Session 2 (Sun, April 26)

➤ Vowels

- ◆ **Readings:** *CBG: Ch4 (pp. 113~162)*
R: Ch5: pp. 61~93
- ◆ **Exercises:** 11, 12, 13, 14
- ◆ **Assigned activities on vowels for class demonstration**
- ◆ **Chapter Presentation (CBG): Chapter 8: Testing and Evaluation**
Presenter to be decided in the first session.

- Work outside class on the 2nd session (After Session 2)
 - (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 online by Sun, May 10.)

Session 3 (Sun, May 24)

- Syllable structure
- Phonotactics
- Stress at the word level
- Strong and weak syllables; strong and weak forms
- Complex word stress

- ◆ **Readings:** *CBG Ch5: pp. 184~207*
R Ch7: pp. 115~129; Ch 9: pp. 137~152
- ◆ **Exercises:** 15, 16, 17, 18, 19, 20, 21, 22
- ◆ **Assigned activities on syllables and word stress.**
- ◆ **Chapter Presentation (CBG): Ch 9: Techniques, Tools, & Technology**
Presenter to be decided in the first session.

- Work outside class on the 3rd session (After Session 3)
 - (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 online by **Sun, June 7.**)

Session 4 (Sun, June 28)

- Stress & rhythm
- Intonation
- Tone units
- Unmarked vs. marked accents
Paradigmatic focus and syntagmatic focus

- Sound changes in connected speech

Assimilation, word linking, etc.

- ◆ **Readings:** *CBG Ch5: pp. 163~184; pp. 208~220; Ch6: pp. 221~272.
R Ch10: pp. 153~178; Ch11: pp. 179~205*
- ◆ **Exercises:** *23, 24, 25, 26, 27*
- ◆ **Assigned activities on stress, rhythm, intonation and sound changes in connected speech.**
- ◆ **Mishearing Assignment Due**
- ◆ **Chapter Presentation (CBG): Chapter 10: Pronunciation & Listening**
Presenter to be decided in the first session.

- Work outside class on the 4th session (after Session 4)
 - (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 online by Sun, July 5.) I will return the quiz to you via email by Sun, July 12.)

Session 5 (Sun, July 19)

- REVIEW
- **FINAL EXAM** (Questions are from the previous four quizzes.)
- The Sound System & Morphology
- The Sound System & Spelling
- Course Project Presentations

- ◆ **Chapter Presentation (CBG): Chapter 11: The Sound System & Morphology**
Presenter to be decided in the first session
- ◆ **Chapter Presentation (CBG): Chapter 12: The Sound System & Spelling**
Presenter to be decided in the first session.
- ◆ **Course Project Presentations**

PROJECT: Due: July 19

Grading Policy:

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

- (a) Final Exam: 30%
- (b) Quizzes: 10%
- (c) Quality of Assignments including Pronunciation Activities: 20%
- (d) Chapter Presentations: 10%

(e) Course Project: 30%

(f) Optional Project: 10 extra points

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