

## English Phonetics and Phonology for Language Educators (Fall 2020)

Instructor: Yasushi Sekiya

Email address: [sekiya@kanda.kuis.ac.jp](mailto:sekiya@kanda.kuis.ac.jp)

10/11 (Sun.. 10:00-17:00)	11/8 (Sun. 10:00-17:00)	12/20 (Sun. 10:00-17:00)
1/ 10 (Sun 10:00-17:00)	2/7 (Sun. 10:00-17:00)	

Note: Online work equivalent to 6 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 Objectives

By the end of this course, students will be able to:

- Describe how the English vowels and consonants are articulated in English, and how they are different from the Japanese counterparts.
- Articulate some major phonetic and phonological differences among the major varieties of English, General American and General British Pronunciation.
- Describe the syllable structure of English and that of Japanese and explain the differences between them.
- Explain how the suprasegmental features (stress, rhythm, intonation, thought grouping) work in English.
- Explain some regularities in spelling-sound correspondences.
- Describe sound changes in natural connected speech.
- Point out Japanese students’ typical problems with regard to the aforementioned pronunciation features and explain their causes.
- Prioritize what features to be taken up in class to make students’ spoken English more “intelligible.”
- Understand some pedagogical principles of pronunciation teaching
- Acquire a repertoire of pronunciation teaching techniques

- Use CBG's five-stage communicative framework for teaching pronunciation to create a pronunciation lesson
- Transcribe English pronunciation using phonetic symbols (IPA).

### **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 1<sup>st</sup> session.)
- F. **Four Review Quizzes:** (based on lectures, readings, and handouts) (Online Submission)
- G. **Take-Home Exam**
- H. **Course Project:** Creating a set of activities to address a major pronunciation problem for your students, 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*. 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.

(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 & Resources: (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* 3<sup>rd</sup> 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; 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)
- J. Murphy (2013) *Teaching Pronunciation*. TESOL International Association  
(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)
- Cambridge Dictionary (online)** <https://dictionary.cambridge.org/>  
世界の英語モジュール <http://labo.kuis.ac.jp/module/index.html>  
<http://www.coelang.tufs.ac.jp/modules/en/>

**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 1<sup>st</sup> session. I will ask you to submit them to Google Classroom by a due date.
- Some exercises should be completed at home as homework, and others in class.

(I'll specify which exercises are homework assignments before each session.)

- Review quizzes are based not only on lectures but also on readings and exercises.

### Session 1 (Sun, October 11)

- 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 1<sup>st</sup> session (After Session 1)
  - (1) Transcription Exercise 1-3
  - (2) Try out pronunciation activities on consonants with your students.  
(To be reported in the 2<sup>nd</sup> session)
  - (3) Review Quiz on Session 1 (To be submitted online by **Sun, Oct 18.**)

### Session 2 (Sun, November 8)

- 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 2<sup>nd</sup> session (After Session 2)
  - (1) Transcription Exercises 4-6

- (2) Try out pronunciation activities on vowels with your students.  
(To be reported in the 3<sup>rd</sup> session)
- (3) Quiz on Session 2 (To be submitted online by **Sun, Nov. 15**)

### Session 3 (Sun, December 20)

- 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 4<sup>th</sup> session)
  - (3) Quiz on Session 3 (To be submitted online by **Sun, Dec. 27**)

### Session 4 (Sun, January 10)

- 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 4<sup>th</sup> 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 5<sup>th</sup> session)
  - (2) Quiz on Session 4 (To be submitted online by **Sun, Jan 17**)

**Session 5** (Sun, February 7)

- REVIEW
- 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 Sun, February 7.

**TAKE-HOME EXAM:** Due Sun, February 14

**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 take-home exam: 40%
- (b) Quizzes: 10% (Average of the four quizzes)
- (c) Quality of assignments including demonstration of pronunciation activities: 20%
- (d) Chapter presentations: 10%
- (e) Course project: 20%

---

Total 100

- (f) Optional Project: 10 extra points!

**Final Grades:**

- **A (Excellent: 85~100%):** Represents achievement that is significantly above the level necessary to meet the course requirements
- **B (Good: 70~84%):** Represents achievement that meets the course requirements.
- **C (Acceptable: 60~69%):** Represents achievement that is worthy of credit even though it fails to fully meet the course requirements.