

English Phonetics & Phonology for Language Educators (REQ / 3 cr.)

Instructor: Yasushi Sekiya

Email: sekiya@kanda.kuis.ac.jp

Course Dates

10/13 (Sun. 10:00-17:00)	11/3 (Sun. 10:00-17:00)	12/22 (Sun. 10:00-17:00)
2/2 (Sun. 10:00-17:00)	2/23 (Sun. 10:00-17:00)	

Note: Additional 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. **(DP 1)**
- Articulate some major phonetic and phonological differences between the two major varieties of English, General American and BBC Pronunciation as well as some important variations among different varieties of English. **(DP 1)**
- Describe the syllable structure of English and that of Japanese and explain the differences between them. **(DP 1)**
- Explain how the suprasegmental features (stress, rhythm, intonation, thought grouping) work in English. **(DP 1)**
- Explain some regularities in spelling-sound correspondences. **(DP 1)**
- Describe sound changes in natural connected speech. **(DP 1)**
- Point out Japanese students' typical problems with regard to the aforementioned pronunciation features and explain their causes. **(DP 1, 6)**

- Prioritize what features to be taken up in class to make students' spoken English more "intelligible." **(DP 1, 6)**
- Understand some pedagogical principles of pronunciation teaching **(DP 6)**
- Acquire a repertoire of pronunciation teaching techniques **(DP 6)**
- Use CBG's five-stage communicative framework for teaching pronunciation to create a pronunciation lesson **(DP 6)**
- Transcribe English pronunciation using phonetic symbols (IPA). **(DP 1)**

Note. DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

Course Requirements

- A. **Assigned Readings from the Textbooks:** Celce-Murcia et al. (CBG), and other supplementary readings. (Supplementary readings will be shared in GC.)
- B. **Demonstration of Pronunciation Activities** from CBG & other materials: You will be assigned to a couple of pronunciation activities for you to demonstrate for the class in each session, except for Session 1.
- C. **Workbook Exercises:** Workbook exercises are designed to help you understand the important points in English phonetics and phonology. Some exercises require you to use your current knowledge of the English and Japanese sound systems. These assignments must be submitted to Google Classroom by a due date before the following session. You will be provided with the answer keys for you to check your answers against. Please come to class after having reviewed them. We will discuss them in class.
- D. **Transcription Exercises:** The exercises are designed to familiarize you with the IPA phonetic symbols. If you are already familiar with the phonetic symbols used in Japanese dictionaries and textbooks, these exercises would serve as a review. If you are not, do the exercises using dictionaries and submit them to GC by a due date. I will upload the answer keys in GC after that. Please compare your phonemic/phonetic transcription with the answer keys to see if there are any differences. I will answer your questions on them in the following session.
- E. **Try Out Pronunciation Activities** with the students in your class after each session and report what activities you tried and your reflection on them to GC. The students should make comments on at least one of their classmates' reports in GC Stream.
Note: If you do not have a class to try out activities, please talk to me.
- F. **Jigsaw Reading Presentations**
In Session 1, the students will divide the readings on pronunciation learning and teaching amongst themselves, and will be responsible for presenting the main points of

the assigned readings to their classmates. Please prepare a video presentation using PPT slides and post it in GC Stream by a due date. Also post the PPT slides separately. The other students must watch it before the class session and think about your opinions on the discussion questions which the presenter prepares. I will give you the details on this assignment in Session 1.

- G. **Four Review Quizzes:** The four review quizzes will be given based on the lectures, assigned readings, and handouts. Please submit the completed quizzes by due dates. I will grade them and give you feedback on them before class.
- H. **Final Exam:** A comprehensive exam covering the important points of this course will be given at the end of the course. It is an open book take-home exam.
- I. **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 will give you the details in the first session.

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.
- *English Phonetics & Phonology Workbook* (Provided by the instructor)

(Supplementary Readings)

- Rogerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*. London: Continuum International Publishing Group.
(Note: Only selected chapters from this book will be used. Several copies of the book are available in the library, but I will upload the pdf copies of those chapters.)
- Other readings will be provided by the instructor.

Course Schedule

The agenda for each session are subject to change. Please check the latest agenda in Google Classroom.

- All assignments must be completed before each session.
- “Exercises” refer to those from the phonetics and phonology workbook that I will upload in Google Classroom. Please 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.)

Note: CBG=Celce-Murcia et al. (2010); R=Rogerson-Revell (2011)

Pre-course Assignments:

- Celce-Murcia et. al. (2010): Ch2 (pp. 15~24; 32~35)
PART 2: (pp. 41~49)
Ch3 (pp. 50~112.)
- Workbook Exercises (posted in GC): Exercises: 2, 4, 5, 6, 7

Session 1 (10/13)

Topics	Assigned Readings	Other Assignments
• Factors affecting the acquisition of L2 pronunciation • Pronunciation in the language curriculum • Models and goals in pronunciation teaching • Variations in pronunciation: General American (North America) vs. BBC (UK); other varieties • Speech mechanism • Units of speech • Phonemes; Phonemic vs. phonetic transcriptions; IPA (International Phonetic Alphabet) • Letters and sounds • Classification of consonants	(Pre-course) CBG: Ch2 (pp. 15~24; 32~35); PART 2: (pp. 41~49); Ch3 (pp. 50-112.)	(Pre-course) Exercises: 2, 4, 5, 6, 7 (In-class) Exercises: 1, 3

Work outside class after Session 1 which needs to be submitted or reported to Google Classroom. (Online component)

Note: Please see Course Requirements for more details on these tasks.

- (1) Review Quiz on Session 1
- (2) Transcription Exercises 1-3 (consonants).
- (3) Workbook Exercises (see Session 2)
- (4) Try out some pronunciation activities on consonants with your students. Post the activities you have tried out and your reflection on it in Google Stream. Students should make comments on at least two of your classmates' postings.
- (5) Jigsaw Reading Presentation –to be videotaped & uploaded in GC Stream.

Session 2 (11/3)

Topics	Assigned Readings	Other Assignments
• Consonants (continued from Session 1) • Comparison between English & Japanese consonants	CBG: Ch4 (pp. 113~162)	• Exercises: 13, 14, 15. We will cover 16 & 17 in

• Vowels • Classification of vowels • Vowel inventory (GA) • Vowel inventory (BBC) • Variations • Relationship between stress and vowel qualities • Strong Vowels vs. Weak vowels • Comparison between English & Japanese vowel systems		class. • Demonstration of assigned pronunciation activities
--	--	--

Work outside class after Session 2 which needs to be submitted or reported to Google Classroom. (Online component)

- (1) Review Quiz on Session 2
- (2) Transcription Exercises 4-6
- (3) Workbook Exercises (see Session 3)
- (4) Try out some pronunciation activities on vowels with your students.
- (5) Jigsaw Reading Presentation –to be vide taped & uploaded in GC Stream.
(Students will be assigned to one of the readings for jigsaw presentations in Session 1.)

Session 3 (12/22)

Topics	Assigned Readings	Other Assignments
• Syllable Structure • Phonotactics • Lexical Stress • Strong and weak syllables; strong and weak forms of function words • Complex word stress	• CBG: Ch 5 (pp. 184~207) • R Ch7: pp. 115~129; Ch 9: pp. 137~152	• Exercises: 15, 16, 17, 18, 19, 20, 21, 22 • Demonstration of assigned pronunciation activities

Work outside class after Session 3 which needs to be submitted or reported to Google Classroom. (Online component)

- (1) Review Quiz on Session 3
- (2) Transcription Exercises 7-9

- (3) Workbook Exercises (see Session 4)
- (4) Try out some pronunciation activities on syllables and lexical stress with your students.
- (5) Jigsaw Reading Presentation –to be vide taped & uploaded in GC Stream.

Session 4 (2/2)

Topics	Assigned Readings	Other Assignments
- Stress & rhythm - Intonation - Tone units - Unmarked vs. marked accents - Paradigmatic focus and syntagmatic focus - Sound changes in connected speech: Assimilation, word linking, etc.	- CBG Ch5: pp. 163~184; pp. 208~220; Ch6: pp. 221~272. - Kreidler (2004) The Rhythm of English Speech	Exercises: 23, 24, 25, 26, 27 - Demonstration of assigned pronunciation activities

Work outside class after Session 3 which needs to be submitted or reported to Google Classroom. (Online component)

- (1) Review Quiz on Session 4
- (2) Transcription Exercises 10-12
- (3) Try out some pronunciation activities on rhythm, thought groups, intonation with your students.
- (4) Jigsaw Reading Presentation –to be vide taped & uploaded in GC Stream.

Session 5 (2/23)

Topics	Assigned Readings	Other Assignments
- Review - Priorities for international intelligibility Presentations of students' course projects - The sound system of morphology - The sound system & spelling (Take-home exam posted; Due date TBA)	CBG: Ch 11 (pp. 394-418) CBG: Ch 12 (pp. 419-447)	- Your course project - Demonstration of assigned pronunciation activities

Assessment

- (a) Quality of assignments (e.g., workbook exercises, transcription exercises, demonstration of pronunciation activities, Let's Try It Out): 20%
- (b) Review Quizzes: 20% (Average of the four quizzes)
- (c) Jigsaw Reading Presentation: 10%
- (d) Final take-home exam: 30%
- (e) Course project: 20%

Grade Scale: A+ 100-95; A 94-85; B 84-70; C 69-60; D 59-0

Instructor Bio

Yasushi Sekiya is a specially appointed professor of educational linguistics at Kanda University of International Studies. He holds an MA in linguistics from Sophia University and an M.Ed. and an Ed.D. in TESOL from Teachers College, Columbia University. His research interests include Japanese learners' acquisition of L2 English phonology, teaching English pronunciation, and learner autonomy. He has published in these areas.
