

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

Instructor: Yasushi Sekiya

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Course Dates

10/12 (Sun. 10:00-17:00)	10/26 (Sun. 10:00-17:00)	11/16 (Sun. 10:00-17:00)
12/14 (Sun. 10:00-17:00)	1/4 (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 **foundational knowledge of the English sound system**, with particular attention to **the specific pronunciation challenges faced by Japanese learners of English**. The topics include speech mechanism, consonants, vowels, syllable structure, stress, rhythm, intonation, and various sound changes in connected speech.

In addition, students will explore **pedagogical principles and techniques for teaching English pronunciation** to Japanese learners, focusing on **which sound features to prioritize in order to promote “intelligible” pronunciation in the context of English as an international language**. The course also provides training in **the International Phonetic Alphabet (IPA)** for transcribing speech sounds. By the end of the course, students will have the knowledge and skills needed to address issues in Japanese learners’ English pronunciation and to support 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 major phonetic and phonological differences between two major varieties of English—North American English (General American) and BBC English—and identify key variations among other English varieties (DP 1)
- Describe the syllable structures of English and 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 regularities in spelling-sound correspondences. (DP 1)
- Describe sound changes in natural, connected speech. (DP 1)
- Identify the typical pronunciation problems Japanese learners of English have regarding the aforementioned features, and explain their causes. (DP 1, 6)
- Prioritize which features should be addressed in class to improve students’ spoken English and make it more ‘intelligible.’ (DP 1, 6)

- Understand some pedagogical principles of pronunciation teaching **(DP 6)**
- Acquire a repertoire of pronunciation teaching techniques **(DP 6)**
- Use the Celce-Murcia, et al.'s (CBG) 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:** Rogerson-Revell (2011, main textbook), Celce-Murcia et al. (2010), Dauer (1993), and other supplementary readings. Supplementary readings will be shared in GC.
- B. Demonstration of Pronunciation Activities:** You will be assigned to a set of pronunciation activities to demonstrate in class, starting from Session 2.
- C. Workbook Exercises:** Workbook exercises are designed to help you understand key concepts in English phonetics and phonology. Some exercises will require you to apply your knowledge of both English and Japanese sound systems. These exercises must be submitted to GC by the due date, before the following session. You will receive the answer keys to check your responses, and we will discuss them in class.
- D. Transcription Exercises:** These exercises will help familiarize you with IPA phonetic symbols. If you are already familiar with phonetic symbols from Japanese dictionaries and textbooks, these will serve as a review. If you are not familiar, use dictionaries to complete the exercises and submit them to GC by the due date. Answer keys will be posted in GC afterward. Please compare your transcriptions with the answer keys and bring any questions to the next class session.
- E. Lets' Try It Out:** After each session, try out some pronunciation activities with students in your class after each session and write a short report on the activities you tried, how they went, and your reflections. Submit the report by the due date. I will post your reports to GC Stream for the class to read and comment on at least one report. I will also provide individual feedback on your report.
- <Note> If you do not have a class to try activities with, please speak with me.
- F. Jigsaw Reading Presentations**
- In Session 1, students will divide the readings on pronunciation learning and teaching among themselves. Each student will be responsible for presenting the main points of their assigned reading.

Prepare a video presentation using PowerPoint or Google Slides and post it to GC Stream by the due date. Also, upload the slides separately. Other students should watch the presentations before the class session and reflect on the discussion questions prepared by the presenters. Bring any questions to the class discussion. I will provide more details on this assignment in Session 1.

- G. **Four Review Quizzes:** Four quizzes will be given, based on lectures, assigned readings, and handouts. Submit completed quizzes by the due dates. I will grade the quizzes and provide feedback before the following class.
- H. **Final Exam:** A comprehensive open-book take-home exam will cover key course concepts and be given at the end of the course. (35% of the final grade)
- 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 provide further details in the first session. (20% of the course grade)

Textbooks/Materials

- Rogerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*. London: Continuum International Publishing Group. ISBN: 978-0-8264-2403-7
- *English Phonetics & Phonology Workbook* (Provided by the instructor: To be uploaded on Google Classroom)

(Supplementary Readings)

- 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.
(Note: Selected chapters from this book will be used. The pdf copies of those chapters will be uploaded to GC. This is an excellent reference book for teachers of English pronunciation. Unfortunately, the book is hard to obtain now. Several copies of the book are available in the library.)
- Dauer, R. M. (1993). *Accurate English: A Complete Course in Pronunciation*. Prentice Hall Regents.
- Kreidler, C.W. (2004). *The Pronunciation of English: A Course Book*. (2nd ed). Chapter 9: The Rhythm of English Speech (pp. 140~162). Blackwell Publishing.
- Other readings will be provided by the instructor.

Course Schedule

The agenda for each session is 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 GC. Please submit them to GC 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: R=Rogerson-Revell (2011)

D=Dauer (1993)

CBG=Celce-Murcia et al. (2010);

Pre-course Assignments:

- **R: Chapters 1-4**
- **Workbook Exercises (posted in GC): Exercises: 2, 4-12**
- **Complete (1) and (2) from CBG, pp. 37–38 (posted in GC).**

1. Thinking About Your Own Language Learning (p. 37)

1. What pronunciation obstacles have you faced in learning this language?
Check the items which apply to you.
2. We will discuss these factors in class.

(2) Discussion Questions (pp. 37-38)

Answer Questions 1 and 5.

We will discuss your opinions in class.

Session 1 (10/12)

Topics	Assigned Readings	Other Assignments
<ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ● R: Ch1, 2, 3, 4 	(Pre-course) Exercises: 2, 4-12 (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) Let's Try It Out (1): Consonants (Refer to Course Requirement E.)
- (5) Jigsaw Reading Presentations (Refer to Course Requirement F.)

Session 2 (10/26)

Topics	Assigned Readings	Other Assignments
<ul style="list-style-type: none"> ● Consonants (continued from Session 1) <ul style="list-style-type: none"> ● Comparison between English & Japanese consonants ● Vowels <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● R: Ch 5 (BBC) ● D: Ch 3, 4, 5 (GA) <p>Note that the former reading deals with the vowels of BBC English, while the latter reading the vowels of North American English (=General American: GA).</p>	<ul style="list-style-type: none"> ● Exercises: 13, 14, 15. We will cover 16 & 17 in 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) Let's Try It Out (2): Vowels (Refer to Course Requirement E.)
- (5) Jigsaw Reading Presentation (Refer to Course Requirement F.)

Session 3 (11/16)

Topics	Assigned Readings	Other Assignments
<ul style="list-style-type: none"> ● Syllable Structure ● Phonotactics ● Lexical Stress 	<ul style="list-style-type: none"> ● R Ch7, 9 	<ul style="list-style-type: none"> ● Exercises: 15, 16, 17, 18, 19, 20, 21, 22

<ul style="list-style-type: none"> ● Strong and weak syllables; strong and weak forms of function words ● Complex word stress 		<ul style="list-style-type: none"> ● Demonstration of assigned pronunciation activities
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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) Let's Try It Out (3): Syllable Structure & Lexical Stress (Refer to Course Requirement E.)
- (5) Jigsaw Reading Presentations (Refer to Course Requirement F.)

Session 4 (12/14)

Topics	Assigned Readings	Other Assignments
<ul style="list-style-type: none"> ● Stress & rhythm ● Intonation ● Tone units ● Unmarked vs. marked accents ● Paradigmatic focus and syntagmatic focus ● Sound changes in connected speech: Assimilation, word linking, etc. 	<ul style="list-style-type: none"> ● R: Ch 10, 11 ● CBG: Ch 6 <p>(Optional) Kreidler (2004) The Rhythm of English Speech</p>	<ul style="list-style-type: none"> ● 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) Let's Try It Out (4): Stress, Rhythm, Thought Groups, & Intonation (Refer to Course Requirement E.)
- (4) Jigsaw Reading Presentations (Refer to Course Requirement F.)

Session 5 (1/4)

Topics	Assigned Readings	Other Assignments
<ul style="list-style-type: none"> ● Review ● Priorities for international intelligibility 		<ul style="list-style-type: none"> ● Your course project

(Revisited) • The sound system & spelling • Presentations of students' course projects (Take-home exam posted; Due date TBA)		• Demonstration of assigned pronunciation activities
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Assessment:

- (a) Quality of assignments (e.g., workbook exercises, transcription exercises, demonstration of pronunciation activities, Let's Try It Out): **15%** (Must be completed by the due dates)
- (b) Review Quizzes: **20%** (Average of the four quizzes)
- (c) Jigsaw Reading Presentation: **10%**
- (d) Final take-home exam: **35%**
- (e) Course project: **20%**

Grade Scale: A+ 100-95; A 94-85; B 84-70; C 69-60; F 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.
