

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

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

Instructor: Yasushi Sekiya

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1. Course Dates

10/25 (Sun. 9:00-13:00)	11/15 (Sun. 9:00-13:00)	12/6 (Sun. 9:00-13:00)
1/10 (Sun. 10:00-17:00)	2/21 (Sun. 10:00-17:00)	

Note: Additional online work equivalent to **12 hours** will be provided.

2. 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**. Topics include the 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 pronunciation 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 identify and address pronunciation difficulties faced by Japanese learners of English and to support the development of related skills, particularly speaking and listening.

3. Course Objectives

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

- Describe **how English vowels and consonants are articulated**, and **how they differ from their Japanese counterparts**. (DP 1)
- Describe **the major phonetic and phonological differences between two major varieties of English—North American English (General American) and Standard Southern British English (SSBE)—**and identify key variations among other varieties of English. (DP 1)
- Describe **English and Japanese syllable structures** and explain the differences between them. (DP 1)
- Explain how **suprasegmental features—stress, rhythm, intonation, and thought grouping—**function in English. (DP 1)
- Explain regular patterns in **English spelling-sound correspondences**. (DP 1)
- Describe common **sound changes that occur in natural connected speech**. (DP 1)
- Identify **typical pronunciation problems experienced by Japanese learners of English** with these sound features and explain the causes of those problems. (DP 1, 6)
- Determine **which sound features should be prioritized in class to improve the intelligibility of students' spoken English**. (DP 1, 6)
- Explain some **key pedagogical principles of pronunciation teaching**. (DP 6)
- Develop a **repertoire of techniques for teaching pronunciation**. (DP 6)
- Use **the five-stage communicative framework for teaching pronunciation** proposed by Celce-Murcia et al. (CBG) to **design a pronunciation lesson**. (DP 6)

- **Transcribe English pronunciation** using the International Phonetic Alphabet (IPA). (DP 1)

Note. DP stands for **Diploma Policy**. The TESOL Program's Diploma Policy statements can be found [here](#). The numbers indicate the statement(s) addressed by each course outcome.

4. 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). Exercises from the workbook will be uploaded under "Workbook Exercises" in 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 for reading assignments and jigsaw reading assignments. Multiple copies are available in the library, and PDF copies of the assigned chapters will also be provided by the instructor. The description of the English sound system in this book is based on North American English pronunciation.
- **Dauer, R. M. (1993).** *Accurate English: A Complete Course in Pronunciation*. Prentice Hall Regents.
Note: Selected chapters from this book will be used. PDF copies of the assigned chapters will be provided by the instructor in advance. The description of the English sound system in this book is based on North American English pronunciation.
- Other readings will be provided by the instructor.

Reference Books & Resources *(All books are available in the library.)*

- Lane, L. (2010). *Tips for Teaching Pronunciation: A Practical Approach*. Pearson.
- Lane, L. (2013). *Focus on Pronunciation 1, 2, 3* (3rd ed.). Pearson.
- Wells, J. C. (1990). *Longman Pronunciation Dictionary*. Longman.
- Prator, C. H., & Robinett, B. W. (1984). *Manual of American English Pronunciation* (4th ed.). Harcourt College Publishers.
- Ladefoged, P., & Johnson, K. (2010). *A Course in Phonetics*. Cengage.
- Murphy, J. (2013). *Teaching Pronunciation*. TESOL International Association.
- Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
- Trask, R. L. (1996). *A Dictionary of Phonetics and Phonology*. Routledge.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford University Press.
- **Online Resources**
- [Longman Dictionary of Contemporary English | LDOCE \(ldoceonline.com\)](#)
- [Oxford Learner's Dictionaries | Find definitions, translations, and grammar explanations at Oxford Learner's Dictionaries \(oxfordlearnersdictionaries.com\)](#)
- [Cambridge Dictionary \(online\)](#)
- 世界の英語モジュール (KANDA x KUIS English Modules)
<http://labo.kuis.ac.jp/module/index.html>
<http://www.coelang.tufs.ac.jp/modules/en/>

5. Course Requirements

- A. **Assigned Readings:** Readings will be assigned from Rogerson-Revell (2011; main textbook), Celce-Murcia et al. (2010), Dauer (1993), and other supplementary materials. Supplementary readings will be posted on GC.
- B. **Listening to Assigned Video Lectures:** Before each of the first three sessions, you will be asked to watch video lectures on the topics to be covered in that session. These video lectures are intended to make up for two hours of reduced in-class time in each of the first three sessions. Key points from the video lectures and related questions will be discussed during the main session.
- 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 on GC by the due date, before the following session. You will receive answer keys to check your responses, and we will discuss the exercises in class.
- D. **Transcription Exercises:** These exercises will help familiarize you with IPA phonetic symbols. If you are already familiar with phonetic symbols used in Japanese dictionaries and textbooks, the exercises will serve as a review. If you are not familiar with them, use online dictionaries, such as Cambridge, Longman, and Oxford, linked on GC, to complete the exercises and submit them on GC by the due date. Answer keys will be posted on GC afterward. Please compare your transcriptions with the answer keys and bring any questions to the next class session.
- E. **Demonstration of Pronunciation Activities:** Starting in Session 2, you will be assigned one or two pronunciation activities to demonstrate in class.
- F. **Let's Try It Out:** After each session, try out some pronunciation activities with students in your class 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 on the GC Stream for everyone in the class to read. You will be asked to comment on at least one classmate's report. I will also provide individual feedback on your report.
<Note> If you do not have a class in which you can try out the activities, please speak with me.
- G. **Jigsaw Reading Video Presentation:** In Session 1, students will divide up the assigned readings on pronunciation learning and teaching. 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 on the GC Stream by the due date. Also, upload the slides separately. Other students should watch the presentations before the class session and consider the discussion questions prepared by the presenters. Bring any questions you have to the class discussion. I will provide more details about this assignment in Session 1.
- H. **Four Review Quizzes:** Four quizzes will be given based on lectures, assigned readings, and handouts. Submit the completed quizzes by the due dates. I will grade the quizzes and provide feedback before the following class.
- I. **Final Exam:** A comprehensive open-book take-home exam covering key concepts and their application in addressing Japanese students' pronunciation issues will be given at the end of the course. (35% of the final grade)

- J. Course Project:** Create a set of activities to address a major pronunciation problem that your students have, using CBG's (2010) communicative framework for teaching pronunciation. I will provide further details in the first session. (20% of the course grade)

6. 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 the due date.

Note: R = Rogerson-Revell (2011)

D = Dauer (1993)

CBG = Celce-Murcia et al. (2010)

In addition to 24 hours of in-class instruction, approximately 12 hours of required online work will be assigned throughout the course. For each of the first three sessions, approximately two hours of online work, including recorded video lectures and related activities, will accompany the four-hour in-class session. Other online assignments will be distributed throughout the course.

Pre-class Work for Session 1

Pre-class work which is posted on Google Classroom (GC).

(1) Reading Assignments: R: Chapters 1-4, 6

(2) Listen to Recorded Lectures and Read PPT Slides: Topics 1–7

(3) Workbook Exercises (posted on GC): 1–12

(4) Complete (1) and (2) from CBG, pp. 37–38 (posted on GC).

A. 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.

We will discuss these factors in class.

B. Discussion Questions (pp. 37–38)

Answer Questions 1 and 5.

We will discuss your opinions in class.

Session 1 (10/25)

Agenda

- **Factors affecting the acquisition of L2 pronunciation**
- **Pronunciation in the language curriculum**
- **Models and goals in pronunciation teaching**
- **Variation in pronunciation: General American (GA) in North America vs. Standard Southern British English (SSBE) in the UK; other varieties**
- **Speech mechanism**
- **Units of speech**
- **Phonemes; Phonemic vs. phonetic transcriptions; IPA (International Phonetic Alphabet)**
- **Letters and sounds**
- **Classification of English consonants**

Pre-class Work Before Session 2

Pre-class work which is posted on Google Classroom (GC).

- (1) **Review Quiz on Session 1**
- (2) **Reading Assignments: R: Ch 5 (Vowels in SSBE)
D: Ch 3,4, 5 (Vowels in GA)**
- (3) **Listen to Recorded Lectures and Read PPT Slides: Topic 8**
- (4) **Use the *Sounds American* website. Go through all the consonants and vowels, and make sure to watch the video for each target sound.**
- (5) **Transcription Exercises 1–3 (consonants).**
- (6) **Workbook Exercises: 13–17**
- (7) **Let's Try It Out (1): Consonants (Refer to Course Requirement E.)**
- (8) **Prepare for your demonstration of assigned pronunciation activities in class.**
- (9) **Jigsaw Reading Presentations (Refer to Course Requirement F.)**

Session 2 (11/15)

Agenda

- **Vowels**
 - **Classification of vowels**
 - **Vowel inventory (GA) and Vowel inventory (SSBE)**
 - **Variation: Differences between GA & SSBE vowels**
 - **Relationship between stress and vowel qualities**
 - **Strong Vowels vs. Weak vowels (Unstressed vowels)**
 - **Comparison between English & Japanese vowel systems**

Pre-class Work Before Session 3

Pre-class work which is posted on Google Classroom (GC).

- (1) **Review Quiz on Session 2**
- (2) **Reading Assignments: R: Ch7, 9**
- (3) **Listen to Recorded Lectures and Read PPT Slides: Topics 9, 10, 11**
- (4) **Transcription Exercises: 4–6**
- (5) **Workbook Exercises: 18–25**
- (6) **Let's Try It Out (2): Vowels (Refer to Course Requirement E.)**
- (7) **Prepare for your demonstration of assigned pronunciation activities in class.**
- (8) **Jigsaw Reading Presentations (Refer to Course Requirement F.)**

Session 3 (12/6)

Agenda

- **Syllable Structure**
- **Phonotactics**
- **Word Stress**
- **Strong and weak syllables; Strong and weak forms of function words**
- **Complex word stress**

Pre-class Work Before Session 4

Pre-class work which is posted on Google Classroom (GC).

- (1) **Review Quiz on Session 3**
- (2) **Reading Assignments: R: Ch10, 11, 12**
CBG: Ch 6
Kreidler (2004) The Rhythm of English Speech
- (3) **Read PPT Slides: Topics 12, 13, 14, 15**
- (4) **Transcription Exercises: 7–9**
- (5) **Workbook Exercises: 26–30**
- (6) **Let's Try It Out (3): Syllable Structure & Lexical Stress** (Refer to Course Requirement E.)
- (7) **Prepare for your demonstration of assigned pronunciation activities in class.**
- (8) **Jigsaw Reading Presentations** (Refer to Course Requirement F.)

Session 4 (1/10)

Agenda

- **Stress & rhythm**
- **Tone units/Thought Groups**
- **Intonation**
- **Unmarked vs. marked accents**
- **Paradigmatic focus and syntagmatic focus**
- **Sound changes in connected speech: Assimilation, word linking, sound elision, etc.**

Pre-class Work Before Session 5

Pre-class work which is posted on Google Classroom (GC).

- (1) **Review Quiz on Session 4**
- (2) **Reading Assignments: R Ch 13, 14, 15 (pp. 263-269; pp.281-283)**
- (3) **Transcription Exercises: 10**
- (4) **Let's Try It Out (4): Stress, Rhythm, Thought Groups, & Intonation** (Refer to Course Requirement E.)
- (5) **Prepare for your demonstration of assigned pronunciation activities in class.**
- (6) **Jigsaw Reading Presentations** (Refer to Course Requirement F.)
- (7) **Preparation for your course project presentations**

Session 5 (2/21)

Agenda

- **Review**
- **Priorities for international intelligibility (Revisited)**
- **The sound system & spelling**
- **Presentations of students' course projects. After your presentation, please submit your slides and related materials to the GC stream.**

(Take-home exam posted; Due date TBA)

7. Assessment

- (a) Quality of assignments (e.g., workbook exercises, transcription exercises, demonstration of pronunciation activities): **15%**
Note: To get the full score, you need to **submit all the assignments on time**. Late assignments will be graded down.

- (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

- **A+ (Outstanding: 100~95%):** Represents achievement that is significantly above the level necessary to meet the course requirements
- **A (Very Good: 94~85%):** Represents achievement that is above the level necessary to meet the course requirements
- **B (Fair: 84~70%):** Represents achievement that meets the course requirements
- **C (Poor, but Acceptable: 60~69%):** Represents achievement that is worthy of credit even though it fails to fully meet the course requirements.
- **F (Fail, Unacceptable: 59~0%):** The performance does not meet the requirements for the course, and therefore the student cannot obtain the credits.

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, English pronunciation teaching, and learner autonomy. He has published on these topics.