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| Course Title | Phonology for English Pronunciation Instruction | | Instructor(s) | Anthony Diaz | |
| E-mail | adiaz@sky.miyazaki-mic.ac.jp | |
| Class Style | Lecture | | Office Hours | Mon 14:40—16:40 & Thurs 16:20 – 17:20, or by appointment | |
| Track | English Education (TC) | | Mode of Instruction | Solo | |
| Credits | 2 | | Allocated Year | Fall, 2nd year | |
| Active Learning | Categories 4-(1): Interactive Lectures, 1-(2) Self-assessment, 5-(2) simulations and experiments | | Compulsory or Elective | Compulsory for TC Track | |
| Course Overview | The course will serve as an introduction to linguistic topics such as phonology, phonetics and speech perception and their applications to the teaching of pronunciation. Students will learn about the classification of speech sounds and how differences in phonology lead to difficulties in pronunciation, why English spelling is a poor indicator of how a word is pronounced, theories of L2 phonological acquisition, and methods for teaching English pronunciation | | | | |
| Course  Objectives | (1) To achieve a broad understanding of English phonology as it relates to pronunciation instruction  (2) To improve the overall pronunciation of students in preparation of becoming English instructors  (3) To provide students with practical knowledge of various methods of English Pronunciation instruction | | | | |
| Prerequisite |  | | | | |
| **Course**  **Schedule** | No | Contents | | | Homework |
| 1 | Introduction: Class objectives, what is phonology? | | | Self-assessment of difficult English phonemes |
| 2 | How speech sounds are produced by the vocal tract | | | Speech recording |
| 3 | Introduction to the IPA: the shortcomings of English spelling | | | Study of IPA symbols for English; textbook pp. 10-11 |
| 4 | Differences between Japanese and English phonology | | | Review material from first three lessons |
| 5 | Vowels: Production | | | Pronunciation workshop 1;  Textbook pp. 12-15 |
| 6 | Vowels: Perception | | | Perception experiment 1;  Textbook pp. 16-17 & 20-21 |
| 7 | Consonants: Production | | | Pronunciation workshop 2;  Textbook pp. 36-39 |
| 8 | Consonants: Perception | | | Perception experiment 2;  Textbook pp. 50-53 |
| 9 | Suprasegmental phonology: the stress system of English | | | Pronunciation workshop 3;  Textbook pp. 68-73 |
| 10 | Suprasegmental phonology: intonation | | | Pronunciation workshop 4;  Textbook pp. 76-79 |
| 11 | Suprasegmental phonology: intonation | | | Reading: Best, C. T., & Tyler, M. D. (2007); Textbook pp. 96-99 |
| 12 | Theories of L2 phonology acquisition: Speech Learning Model (SLM) & Perceptual Assimilation Model (PAM) | | | Reading: Flege, J. (1995)  Textbook pp. 100-103 |
| 13 | Pronunciation teaching methods: focus on form | | | Prepare pronunciation lesson;  Textbook pp. 104-109 |
| 14 | Pronunciation teaching methods: communicative focus | | | Prepare pronunciation lesson |
| 15 | Teaching Demonstrations: pronunciation lesson | | | Prepare for the final examination |
| Grading | Homework 20%, Assignments and Quizzes 20%, Teaching Demonstration 20%, Final Exam 30%, | | | | |
| Textbooks | Marks, J. (2017). *English pronunciation in use, elementary*. Cambridge Univ Pr. | | | | |
| References | Best, C. T., & Tyler, M. D. (2007). Nonnative and second-language speech perception. *Language Experience in Second Language Speech Learning,* 13-34. doi:10.1075/lllt.17.07bes  Flege, J. (1995). Second language speech learning: Theory, findings and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research* (pp. 233-277). Baltimore, MD: York Press.  Zsiga, E. C. (2013). *The sounds of language: An introduction to phonetics and phonology*. Wiley-Blackwell. | | | | |
| NOTES |  | | | | |