

# LLL260 Introduction to Phonetics and Phonology for EFL Learners

1st and 2nd quarters, Junior

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<b>Instructor</b>	Charles Jannuzi
<b>Style of class</b>	Lecture, Seminar
<b>Number of Credits</b>	2
<b>Day and Period</b>	To be advised

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## Course Description

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This course will present an overview that explains the basic concepts and methods of phonetics and phonology. The discussion will refer to spoken English and Japanese for concrete examples and data. The course will demonstrate that the practical value of phonology largely depends on phonetic considerations. This is especially true for learners who wish to apply phonetics and phonology to their own learning of English.

Phonetics and phonology are terms that refer to phenomena that occur in the production, perception, acquisition, and memory of human language and speech. The terms are also used to refer to the formal, theoretical, academic study of such phenomena. A useful distinction holds the following: The term 'phonetics' refers to the salient features of the controlled articulation (production), acoustic transmission, and auditory perception of spoken language. The term 'phonology' is often used to focus, at a sub-lexical level of processing, on a language as a psycho-social SYSTEM for making, expressing, communicating, and perceiving meaning through controlled speech. Another way of stating it might be: phonology is basically the psycho-linguistic control of our phonetic abilities (articulation, listening perception).

The course will also cover practical aspects of auditory perception and speech production for EFL learners. Psycho-linguistically speaking, this will cover the phenomena of inter-language phonology (e.g., Japanese EFL, Chinese EFL, etc). Socio-linguistically speaking, this will include the phonological component of English as a lingua franca for international communication. Finally, since written English is an alphabetic language, phonetic and phonological aspects of English literacy will also be covered.

## Course Objectives

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The goals of the course for students' achievement include the following:

- (1) They will learn and apply the basic concepts, principles and practices of phonetics, including articulatory, acoustic and auditory phonetics.
- (2) They will learn and apply the basic concepts, principles and practices of phonology. This includes approaches to phonology that draw heavily on phonetics (e.g., articulatory phonology).
- (3) They will also apply the elements of phonetics and phonology to a contrastive analysis of English and their first language (e.g., Japanese, Chinese, etc.).
- (4) They will apply their understanding of phonetics and phonology to speaking and listening tasks that demonstrate the forms of spoken English, dialects and accents found on standardized English tests, such as the TOEIC, TOEFL, IELTS, etc. The formally pronounced and scripted language of the TOEIC listening, for example, will then be contrasted with more spontaneous speech.

- (5) They will apply their understanding of phonetics and phonology to compare and contrast American vs. British and other standard Englishes (including those found in S. and S.E. Asia).
- (6) They will apply their understanding of phonetics and phonology to English as it is used in Japan, Asia and worldwide in real communication by non-native speakers / EFL learners (i.e., English as a global lingua franca).
- (7) After completing the course, students should be able to do the following:
- apply a deeper understanding of phonetics and phonology to their learning of English.
  - apply a deeper understanding of phonetics and phonology to their native language.
  - study English in order to improve their pronunciation of the language--both in production (speaking) and in perception (listening).
  - be more at ease with English as it is actually spoken and pronounced by native and fluent speakers around the world.
  - apply a deeper understanding of phonetics and phonology in subsequent courses or in independent research (such as research for the graduation thesis).

### **Prerequisites**

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LLL 210: Introduction to Linguistics (or the equivalent)

### **Class Materials**

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- (1) Skandera, P. and Burleigh, P. (2011). *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*. Tübingen, Germany: Gunter Narr Verlag Perfect Paperback Edition.
- (2) International Phonetic Association (1999). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.
- (3) Rudder, J. (2010). *The IPA for Language Learning: An Introduction to the International Phonetic Alphabet*. Seattle, WA: Amazon CreateSpace Independent Publishing Platform.
- (4) Yavas, M. (2016). *Applied English Phonology*. London: Wiley-Blackwell.
- (5) Prints of articles and book chapters and multi-media provided by the instructor.

Note: At the first class, the instructor will announce which of the titles on the list that students need to get. This decision will be based on availability at the time the course is run.

### **Course Methods**

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The classes will be conducted as a mix of short lectures and presentations, pair and small group discussions, and student pair and group contributions. For example, a particular point in phonetics or phonology will be explained. Students working in pairs or small groups will have assignments that require them to find other examples, including examples from their own first languages, from

field work, and from research on the Internet. They will present their results to the rest of the class. This information will also be analyzed and discussed.

### **Evaluation/Assessment**

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Evaluation criteria are the following:

- (1) Written responses to the content and issues discussed in the readings.
- (2) Participation in class discussions.
- (3) Homework finding examples to illustrate linguistic points and sharing them with the class.
- (4) Devising and implementing a small-scale research tool for phonetic or phonological analysis (pair or small group work).

### **Grading**

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Grades (as a % of 100%):

- (1) Written responses to the readings (20%).
- (2) Participation in class, including short presentations (30%).
- (3) Final group project, small-scale research tool for sociolinguistic analysis (50%).

### **Course Schedule**

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#### **Session 1:**

Overview of phonetics and phonology--key principles, concepts, methods, differences between phonetics and phonology, points of overlap.  
Preview of readings.  
Hand out prints.

#### **Session 2:**

Continue overview.  
Discussion of previous week's reading.  
Preview of following week's reading.

#### **Session 3:**

Points and manners of articulation.  
Consonants of English.  
Transcription practice using assigned textbooks.  
Discussion of previous week's reading.  
Preview of following week's reading.

#### **Session 4:**

Consonants (continued).  
Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

#### **Session 5:**

Consonants (continued).  
Allophonic variation of consonants.  
Complementary distribution of consonants.  
Complementary distribution of allophones vs. complementary distribution of phonemes.  
Consonant clusters.  
Phonotactics / permitted consonant sequences.

Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

**Session 6:**

Traditional methods of analysis of vowels (such shape of the lips, how open the mouth is, shape and position of the tongue in the mouth, presence of features such as nasalization, etc).  
Overview of the vowels of English.  
Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

**Session 7:**

Vowels (continued).  
Allphonic variation of vowels.  
Vowel reduction and ellipsis.  
Syllabic, unstressed /r/, /l/, /n/ of English.  
Diphthongs, triphthongs, rhoticized vowels / r-colored vowels.  
Spectrographic and formant analysis of vowels (and other voiced sounds).  
Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

**Session 8:**

Featural analysis.  
The spoken / phonetic syllable.  
The phonological syllable.  
Phonotactics of syllable construction, vowel harmony.  
Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

**Session 9:**

Co-articulation, assimilation, liaison, juncture, elision, 'Sandhi' English, and other aspects of rapid, connected speech.  
Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

**Session 10:**

Prosodic analysis / supra-segmentals.  
Syllable-level and word-level accent, pitch, stress.  
Prominence and emphasis.  
Intonation patterns.  
Speech timing and rhythm (stress-based vs. syllable-based vs. mora-based).  
Formally spoken language (such as reading a text out loud) vs. rapid speech.  
Check answers to transcription practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription practice homework.

**Session 11:**

Phonological units / sub-lexical units of speech production and perception.  
The phoneme.  
Phoneme vs. phone vs. segment  
The feature.  
Acoustic feature vs. articulatory feature.  
Mora as a phonological unit.  
The articulatory gesture.  
The visually salient articulatory gesture.  
Invariance as an element of articulation, transmission of speech, and speech perception.  
Compression of speech signal without increase of amplitude (accounting for rapidly spoken language).  
Check answers to transcription and phonological analysis practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription and phonological analysis practice homework.

**Session 12:**

The phonetics - phonology interface reviewed.  
The integration of phonology into a more complete model of speech and language.  
The phonetics and phonology of writing systems, literacy, reading, etc.  
Check answers to transcription and phonological analysis practice homework.  
Discussion of previous week's reading.  
Preview of following week's reading.  
Assign transcription and phonological analysis practice homework.

**Session 13:**

Contrastive analysis of English with Japanese (and Chinese) using phonetic and phonological analysis.  
Error analysis of inter-language phonology.  
Negative transfer / interference vs. marked features of spoken English that cause learning problems.  
Tasks in contrastive analysis for group projects.

**Session 14:**

Contrastive analysis of English with Japanese (and Chinese) using phonetic and phonological analysis.  
Analysis of EFL learners' inter-language phonetics and phonology for English.  
Tasks in contrastive analysis for group projects.  
(Continued from Week 13).

**Session 15-16:**

Students give group presentations on contrastive analysis topics.  
Students submit written reports on contrastive analysis topics.  
Students submit self-evaluation of learning and evaluation of the course.

**Preparation and Follow-up**

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- (1) Between most weekly classes, students must do homework. The homework consists of a reading assignment and also a transcription practice exercise. These will take students about 2 hours per week, either as individual self-study or as group work. Doing the readings and the transcription practice exercises are necessary preparation for the next class.
- (2) In most weekly classes, we will check the answers to the transcription practice exercises. We will also discuss the previously assigned reading.
- (3) In most weekly classes, we will preview the homework--both the next transcription practice exercise and the assigned reading. Students will be given some class time to get started on the

transcription practice exercises to make sure they understand the tasks. The instructor will give a brief overview of the assigned reading to make sure students can read it better in order to prepare for the next class.

(4) As the course progresses, the weekly transcription practice exercises will become phonetic and phonological analysis problems. These will also require transcription skills, but they will encourage students to try their own analysis of issues in phonology.