ENG 432/532 Phonetics and Phonology (5 credits)
Fall 2014

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Classroom: Dean 103
Meeting hours: MW3:00pm-4:40pm
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Required Texts

Course Description
The course unfolds along with two alternating threads: First, what we need to know about phonetics and phonology, with an emphasis on North American English (NAE); second, how we present what we know to learners in informed ways.

Major topics of the course include: overview of phonetics, phonology, and pedagogy of teaching NAE pronunciation; review of natural classes of sounds; analysis of phonemes, allophones, and distinctive features; examination of phonological rules and processes; discussion of segmental and suprasegmental features; and pedagogical treatments of phonetics and phonology in the TESOL context.

Course Requirements
Regular attendance; active participations and constructive discussions; timely completion of assigned exercises; discussion leadership of self-selected exercises and questions at the end of each chapter in the textbooks; three equally-weighted examinations; a one-page prospectus for a seminar paper; an annotated bibliography of six or more journal articles; a seminar paper of ten pages or longer on a topic of own interest related with this course; two oral presentations (one on a self-chosen entry in the annotated bibliography and one on your seminar paper). Given that we operate on the quarter system (i.e., a few weeks shorter than the semester system), I urge you to consider a topic as early as you can so that you can begin working on your prospectus and seminar paper in a timely manner.

The workload for ENG 532 students will be heavier than that for ENG 432 students and will be crystalized for each group in specific assignments throughout the quarter. In general, ENG 432 students will also take the three examinations, but with fewer and modified questions, will also write a term paper but of shorter length (about six pages), will make one oral presentation instead of two, and will also be required to complete an annotated bibliography but with fewer entries.

Disability and Academic Honesty Statements
Students with Disabilities: Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this documentation should contact the Center for Disability Services Office, Bouillon 140 or ds@cwu.edu or 509-963-1202.
Academic Dishonesty: Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). If academic
dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.

**Learner Outcomes and Assessment**

1. **Outcome:** Be adept at international phonetic/phonemic symbols and their variations, use them as a learning, teaching, and research tool to transcribe English speech, describe the English sound system, and teach the system.
   **Assessment:** An examination on the segmental sound system of English.

2. **Outcome:** Be able to analyze and describe stress, rhythm, phonological rules and processes, phonological prominence, intonation in connected speech, and related pedagogy.
   **Assessment:** An examination on the supra-segmental features and patterns of English.

3. **Outcome:** Be able to demonstrate knowledge of intersections of the English sound system with other areas of language as well as knowledge of pedagogical treatments.
   **Assessment:** An examination on the interface between phonology and other language areas.

4. **Outcome:** Apply knowledge and skills to areas of own interest in phonetics, phonology, and/or interlanguage phonology of English.
   **Assessment:** Class discussion leadership, an annotated bibliography, two oral presentations, and a graduate seminar paper.

**Grading Policies**

ENG 532: Three examinations (20% each for a total of 60%), an annotated bibliography (8%), a prospectus (2%), a seminar paper (26%), and two oral presentations (2% each for 4% total).
ENG 432: Three examinations (20% each for a total of 60%), an annotated bibliography (8%), a prospectus (2%), a term paper (26%), and an oral presentation (4%).

We shall follow this grading scale: A = 94% or higher, A- = 90 - 93.9%, B+ = 87 - 89.9%, B = 84-86.9%, B- = 80 - 83.9%, C+ = 77 - 79.9%, C = 74 - 76.9, C- = 70 – 73.9, and so on.

**Tentative Weekly Assignments**

(Subject to adjustments as needed)

1st wk: Sept. 24

- **Part I Pronunciation Instruction in Perspective**
- **Chapter 1 The History and Scope of Pronunciation Teaching (2-12)**
  --Differences of Approaches: Intuitive-Imitative vs. Analytic-Linguistic
  --Direct Method and More Recent Naturalistic Approaches
  --The Reform Movement
  --The 1940s and 1950s
  --The 1960s
  --The 1970s
  --Pronunciation Teaching Today
- **Chapter 2 Research on the Teaching and Acquisition of Pronunciation Skills (15-22)**
  --The Learner
  --Age
  --Exposure to the Target Language
  --Amount and Type of Prior Pronunciation Instruction
  --Aptitude, Attitude, and Motivation
- **Part II The Sound System of North American English: An Overview (41-49)**
  --The Sound System of NAE: An Overview
  --The Teaching Context and Pronunciation Varieties
  --Overview of Part II
  --The Teacher’s Knowledge Base
  --Communicative Framework for Teaching Pronunciation
  --The Role of Feedback
  --Concluding Remarks
2nd wk: Sept. 29; Oct. 1

- Chapter 2 (continued: 22-39)
  - The Role of the Native Language (the Contrastive Analysis Hypothesis, Error Analysis and Avoidance, the Interlanguage Hypothesis, Markedness Theory, Language Universals, Information Processing Theory)
  - New Directions in Research (Intonation, Rhythm, Connected Speech, Voice Quality)
  - Intelligibility and the Lingua Franca Core (Prosody, Lingua Franca Core, English as an International Language, Metaphonological Awareness)
- Chapter 3 The Consonant System (50-77)
  - Phonemes and Allophones: What the Teacher Needs to Know
  - The Phonemic Alphabet
  - Teaching the Phonemic Alphabet to Students
  - Presenting the Phonemic Alphabet to Students
  - The Consonant Inventory
  - Presenting the Consonant Inventory to Students
  - Presenting the consonant inventory to students
  - Teaching other Consonant Contrasts

3rd wk: Oct. 6, 8

- Chapter 4 The Vowel System (113-124)
  - The NAE Vowel System: WTNK
  - A Classification of NAE Vowels (the vowel quadrant, tense versus lax vowels, the diphthongs of NAE)
- Chapter 3 (continued: 77-112)
  - The Effect of Environment on Consonant Quality: Positional restriction; positional variation; initial and final stop consonants; NAE flap; fricatives and affricates; syllabic consonants; light versus dark liquids
  - Teaching the Effect of Environment on Consonant Quality
  - Presenting to Students Initial and Medial Stop Consonants, the Flap Allophone, Final Consonants, and Syllabic Consonants
  - Consonant Clusters and Producing Consonant Clusters
  - Teaching and Presenting Consonant Clusters to Students
  - Conclusion: Relative functional load for consonants
  - Exercises (110-112): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows.

4th wk: Oct. 13 (Oct. 15 is the student-reading and faculty-development day, no class)

- Chapter 4 (continued: 124-160)
  - The Effect of Environment on Vowel Quality: Vowel length, /r/-coloring, /l/-coloring, vowels colored by nasal consonants; reduced vowels
  - Teaching the NAE Vowel System to Students: Presenting the NAE vowel system to students; listening discrimination; controlled practice and feedback; guided practice with feedback; communicative practice and feedback
  - Conclusion: Relative functional load for vowels
  - Exercises (161-162): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows.

5th wk: Oct. 20, 22

- Annotated Bibliography Due in Class (Oct. 20)
- For ENG 532 students: Oral presentation of one selected entry from your annotated bibliography (10/20)
- Prospectus for Seminar Paper Due in Class (Oct. 22)
- Chapter 5 Connected Speech, Stress, and Rhythm (163-198)
--**Connected Speech:** contractions, blends, and reductions; linking; assimilation; dissimilation; deletion; epenthesis

--**Teaching Connected Speech to Students:** description and analysis; controlled practice; guided practice; communicative practice

--**Word Stress:** Where the stress falls in a word; a word’s origins; affixation, prefixes, suffixes, stress-neutral suffixes, stress-demanding suffixes, stress-changing suffixes; grammatical function: reflexives, numbers, compounds, phrasal verbs

**6th wk: Oct. 27, 29**

- **Chapter 5 (continued: 198-217)**
  --Teaching Word Stress to Students: description and analysis; listening discrimination; controlled practice; guided practice; communicative practice
  --Sentence Stress and Rhythm
  --Teaching Sentence Stress and Rhythm to Students: description and analysis; listening discrimination; controlled practice; guided practice; communicative practice
  --Conclusion and Exercises (217-220): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows.

- **Chapter 6 Prominence and Intonation in Discourse (221-243)**
  --Prominence: Thought groups, intonation unit, focus/prominence, normal/unmarked stress, emphatic stress, contrastive stress

**7th wk: Nov. 3, 5**

--Teaching Prominence to Students: Description and analysis, listening discrimination, controlled practice, guided practice, communicative practice

--Intonation and Meaning

--Finality: Expressing and Eliciting Facts: declarative statements, commands, and *wh*-questions; tag questions confirming facts or eliciting agreement; new information and shifted focus

--Uncertainty: yes/no questions; statements as questions; open-choice alternative questions (*OR*-questions); tag questions signaling uncertainty; repetition questions; echo questions

--Nonfinality: Listing information; closed-choice alternative questions (*OR*-questions); appositive constructions; parenthetical expressions

**8th wk: Nov. 10, 12**

- **Chapter 6 (continued: 243-272)**
  --Getting Attention: calling; announcing oneself
  --Expressing Emotion: disinterest or boredom; excitement; surprise or disbelief
  --Teaching Intonation to Students: description and analysis, listening discrimination, controlled practice, guided practice, communicative practice
  --Conclusion and Exercises (269-272): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows

- **Part IV: Intersections of the Sound System with Other Areas of Language**

- **Chapter 10 Pronunciation and Listening (366-393)**
  --The Listening Process: What mishearing research reveals about listening; what dictation reveals about learner comprehension
  --Developing Listening Skills through Pronunciation Awareness: listening for thought groups; listening for prominence; listening for stressed syllables and rhythm; listening for reduced speech; listening to distinguish numbers; listening to distinguish word boundaries: segmentation issues

- **Examination II (the last hour of Nov. 10)**
9th wk: Nov. 17, 19

--Integrating Pronunciation into a Listening Lesson: understanding key vocabulary; understanding signal words in a lecture; understanding signal words in conversation; understanding specific details

--Conclusion and Exercises (390-393): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows

Chapter 11 The Sound System and Morphology (394-418)

--Regular Inflectional Morphology: the –s inflectional ending; teaching the –s ending to students; the ed-inflectional ending; the participial inflection –ing; the comparative and superlative inflectional endings

--Irregular Noun Plurals

--Irregular Verbs

--Part-of-Speech Alternations

--Conclusion and Exercises (415-418): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows

10th wk: Nov. 24 (no class on Nov. 26 for Thanksgiving Recess)

• Chapter 12 The Sound System and Spelling (419-447)
  --American Spelling: emergence and reforms; the alphabet
  --Spelling-to-Sound Correspondences for Vowels
  --The Great English Vowel Shift
  --Stressed and Unstressed Vowels and their Spelling Patterns
  --Consonant Letter-Sound Correspondences: Spelling Variations and Phonological Alternations

11th wk: Dec. 2, 4

--Word-Internal Palatalization

--Silent Consonant Letters

--Dictionary Work

--Some Common English Spelling Rules

--Conclusion and Exercises (443-447): Choose one exercise (no duplication), answer the question, present your answer (power point or handout), and lead the class discussion that follows

• Oral presentations of seminar papers (the last hour of Dec 2)

• Examination III (Dec. 4)

12th wk: Seminar paper due on Wednesday, Dec. 10, by email