

**Department of English**  
**The Chinese University of Hong Kong**

**ENGE2510: English Phonetics and Phonology**

Course Description:

This course introduces students to basic concepts in phonetics, the scientific study of speech, and in phonology, the study of sound patterns in various human languages with principal emphasis on the English language. Students will gain an understanding of the articulatory mechanisms for producing consonants, vowels, as well as stress and intonation. They will be introduced to the International Phonetic Alphabet (IPA), and sounds from a variety of languages. In the phonology part of the course, students will analyze the patterns governing the distribution of sounds in different languages. A major aim of this course is to enable students to transcribe English words and utterances, and to develop an appreciation of the diversity and systematicity of sound structure in human language.

Tutorials: Tutorials will be held in a variety of classrooms, including the Linguistics Laboratory in FKH301 as well as the assigned tutorial classrooms. **ALL tutorials will start only AFTER their respective lectures.** Please also check with your tutors regarding when your tutorial section is.

eLearning/Course Announcements:

We will be using Blackboard Learn as the eLearning platform in this course. Blackboard Learn will be used for a) dissemination of course materials such as discussion questions, weblinks, and materials, b) class discussion, c) Q & A, and d) course announcements. You can access Blackboard Learn at: <https://elearn.cuhk.edu.hk/>

Learning Outcomes:

By the end of the course, students should be able to:

- 1) Understand the segmental aspects of English and apply the principles of the description and classification of speech sounds to English consonants and vowels;
- 2) Understand the role, use, and symbols of the International Phonetic Alphabet (IPA) and apply the IPA to the transcription of English words;
- 3) Understand the suprasegmental aspects of English, such as the English stress pattern and tone pattern and apply these aspects to the transcription of English words, phrases, and sentences;
- 4) Understand the differences between phonetics and phonology and explain basic phonological concepts;
- 5) Apply their understanding of basic phonological concepts to the development and analysis of different languages, including English.

Learning Activities:

A variety of learning activities will be employed in this course. Lectures will be a combination of presentation of course content, interactive tasks (individual, pair, or group) and hands-on learning activities, and discussions. Tutorials are interactive, and initially focus on listening and

recognition activities to practice course content, and then moving to transcription activities of English words, phrases, and sentences, to enable students to apply and demonstrate knowledge of English phonological rules. Audio and video files are employed in both lectures and tutorials to illustrate various sounds. Out-of-class learning activities include homework assignments and tutorial exercises as well as web-based learning activities accessible via Blackboard Learn (see above under e-Learning).

The following workload schedule may help you allocate your time this term:

Lecture	Interactive tutorial	Discussion	Reading/Revising	Preparing assignments/ examinations/ tutorial activities
In class	In class	Out class	Out class	Out class
2 hrs	1 hr	1 hr	5 hrs	3 hrs
M	M	O	O	O

M = Mandatory O = Optional (but highly recommended)

#### Assessment:

Active (lecture & tutorial) participation	10%
Short assignments x 2 (20%+20%)	40%
Final Group Project Presentations	20%
Final Group Project [softcopy ONLY]	30%

#### Class (lecture & tutorial) participation:

Participation is more than just showing up for class (though that is crucial) – it means to verbally contribute to class (lecture, tutorial, and online) discussion, exercises and activities in a constructive and active manner.

#### Short Assignments x 2

You will be given 2 short assignments (see the *Timetable* for the submission dates) throughout the semester to make sure you understand the concepts thoroughly. As long as you participate in the tutorials and work on the exercise with your tutor, you will be fine for those questions. You may check with your tutor and see if he/she can spare some time in the tutorial to help you. Late assignments, without legitimate reasons or prior notice, will be penalized 1 point for each day late. **Try to keep your file under 5MB.**

**\*\*\*Your file must be renamed as SID\_assignment no. (e.g. 18282738\_assignment01)\*\*\***

#### Final project and final project presentation:

The goal of ENGE2510 is to enable you to *apply* what you've learned in class to 'real' language analysis and description. In order to do this, you will record and analyze your own speech by reading a short passage (Comma Gets a Cure). These samples will be recorded during Week 1 & 2 tutorial sessions in FKH301 (if there's no face-to-face lectures, we will give you instructions on

how to complete the recordings at home) and you will receive a copy of your sound recording [ATTENTION: Please make sure you save a copy of your own recordings or else you will not be able to complete your project. You are responsible for storing your own file. DO NOT depend on your tutor. Thank you!]. You will have opportunities to work on the final project in light of these concepts during lectures and tutorial sessions.

The project will primarily focus on the reading passage data, which you will analyze in **groups of 5 or 6** for several features: a) vowels, b) consonants, c) stress/weak ~ strong syllables. You will write a (minimally 3 pages PER PERSON) report discussing your findings for a, b, and c (please contrast/compare your findings among the group members). You will also write a short reflection of the English language learning (particularly on English pronunciation) of your group as a whole to let readers understand and contextualize the findings from a, b, and c. This section of the report should be around 5 pages long PER PERSON. Kindly discuss how you learned English pronunciation, what factors you think has influenced the way you speak English, the similarities and differences all the group members have during learning, and why, etc.

You do NOT need to transcribe the entire recording, but interesting and special features that you have observed may be worth pointing out in the project. All transcriptions [handwritten or typed] must be submitted with the report.

On the last two days of class, each group will give a short presentation on their findings from their final project data. **KPLEASE REFER TO THE "GUIDELINE" FILE ON BLACKBOARD FOR ALL THE DETAILS.**

#### **Recommended Textbook/Materials:**

- 1) Roach, Peter. (2009). *English Phonetics and Phonology: A Practical Course*. 4<sup>th</sup> Edition. Cambridge University Press.
- 2) IPA chart (2020):  
[https://www.internationalphoneticassociation.org/IPAcharts/IPA\\_chart\\_orig/pdfs/IPA\\_Kiel\\_2020\\_full.pdf](https://www.internationalphoneticassociation.org/IPAcharts/IPA_chart_orig/pdfs/IPA_Kiel_2020_full.pdf)
- 3) To type IPA symbols in Unicode: <https://ipa.typeit.org/> or <https://www.phon.ucl.ac.uk/home/wells/ipa-unicode.htm>
- 4) Useful demonstrations from Arai Laboratory, Sophia University: <http://splab.net/APD/>

#### **Learning Resources:**

##### *A) Helpful Texts and Cassettes/CD Roms:*

Roach, Peter. (2009). *English Phonetics and Phonology [A Sound Recording]: A practical Course*. Cassette Recording accompanying the Roach textbook. CD Rom also available through the university bookstore.

Wells, John, & House, Jill. (1995). *Sounds of the International Phonetic Alphabet*. CD Rom.

##### *Available in the UC Special Language Collection:*

Ladefoged, Peter. (2006). *A Course in Phonetics*. CALL NUMBER: P221 L22006

*B) Books (all are available in the CUHK library):*

*Gimson's pronunciation of English* / revised by Alan Cruttenden.  
London: Arnold; New York: Oxford University Press, 2001. 6th ed.

*A dictionary of linguistics & phonetics* / David Crystal.  
Malden, MA: Blackwell Pub., 2003. 5th ed.

*Acoustic and auditory phonetics* / Keith Johnson.  
Cambridge, Mass.: Blackwell Publishers, 1997.

*The pronunciation of English: a course book* / Charles W. Kreidler.  
Malden, MA: Blackwell Pub., 2004.

*A course in phonetics* / Peter Ladefoged.  
Boston, MA: Thomson Wadsworth, c2006. 5th ed.

*Vowels and consonants: an introduction to the sounds of languages* / Peter Ladefoged.  
Malden, Mass.: Blackwell, 2001.

*Speech Sounds* / Patricia Ashby.  
London: Routledge, 2005. 2nd ed.

*C) Websites (useful websites for each lecture will be linked to each lecture via Moodle every week):*

1) To access the website for Ladefoged's *A course in phonetics*:  
<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/course/contents.html>

2) Other Ladefoged books/materials useful for hearing sounds from the IPA:  
<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/index.html>

3) Website of the IPA:  
<http://www.arts.gla.ac.uk/IPA/ipa.html>

4) Other phonetics websites:  
<http://www.uiowa.edu/~acadtech/phonetics/>  
<http://www.learnenglish.de/Level1/Pronunciation/phoneticpage.htm>

5) For varieties of English:  
<http://www.ic.arizona.edu/~lsp/>

6) Website for iteslj with links to many pronunciation sites:  
<http://iteslj.org/links/ESL/Pronunciation/>

7) Other pronunciation websites:  
<http://pronunciation.englishclub.com/>  
<http://www.fonetiks.org/>  
<http://www.manythings.org/pp/>

Feedback for Evaluation:

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials for ENGE2510. This information is highly valued and is used to revise teaching methods, tasks, and content. During the term, students are also strongly encouraged to provide feedback on the course via email or meetings with the professor or tutors. After the midterm, students may also be asked to provide feedback via a brief questionnaire on the course content, teaching methods, and tasks in order to determine if adjustments need to be made for the remainder of the term.

VeriGuide:

Each student must upload a soft copy of their completed assignments (all) to the plagiarism detection engine VeriGuide at [https://veriguide2.cse.cuhk.edu.hk/cuhk/login\\_CUHK.jsp](https://veriguide2.cse.cuhk.edu.hk/cuhk/login_CUHK.jsp) BEFORE the due date of each assignment.

The system will issue a receipt which also contains a declaration of honesty. The declaration should be signed, and the receipt stapled to a hard copy of the assignment. Assignments without the receipt or the signed declaration of honesty will not be graded.

## Tentative Schedule

\*\*Please note that all “tutorials” will only be held **AFTER** each lecture. The respective date (and time) for the tutorial following that lecture depends on which tutorial group you join\*\*

Week/ Lecture Date	Topic	Concepts	Reading	Assignment/ Test/Ex.
<u>Week 1:</u> Mon Jan 9	<b>L1</b> - Introduction to the course & Introduction to English Phonetics	The concepts of phonetics and phonology are introduced, and an overview of the use and structure of the international phonetic alphabet is given.	None	*NO tutorial after lecture
<u>Week 2:</u> Mon Jan 16	<b>L2</b> - Mechanism of Speech Production and English short vowels	The mechanism of speech production and some articulators are introduced. The phonetic concept of a vowel, symbols used to describe vowels, and the articulatory basis for the description of vowels, is also presented. In addition, the six English short vowels are introduced by symbol, sound, and description.	Roach 2	*Tutorial: Recording for final project (venue or method to be announced)  *In class exercise
<b>Week 3: No Class—Chinese New Year</b>				
<u>Week 4:</u> Mon Jan 30	<b>L3</b> - English long vowels, diphthongs and triphthongs	The five English long vowels are introduced by symbol, sound, and description. Types of vowels (monophthong, diphthong, and triphthong) are introduced. The 8 English diphthongs and 5 English triphthongs are described by symbol and sound. Concepts of formants and skills in spectrogram reading will be taught.	Roach 3	*Tutorial: Transcription exercise & review  *In class exercise
<u>Week 5:</u> Mon Feb 6	<b>L4</b> - English Consonants (I): Articulation, Voicing and Plosives	The phonetic concept of a consonant is presented, and the articulatory processes involved in these sounds are explained. The 6 English stop consonants are introduced by symbol, sound, and description.	Roach 2, 4; Ladefoged pp.141-7	*Tutorial: Transcription exercise & review
<u>Week 6:</u> Mon Feb 13	<b>L5</b> - Phonemes, Phones, Transcription	This lecture introduces the concepts of phonemes, phones, allophones and phonological rules and introduces English allophones and phonological rules.	Roach 5	*Tutorial: Transcription exercise + phonological problem
<u>Week 7:</u> Mon Feb 20	<b>L6</b> - English Consonants (II): Fricatives, Affricates, Nasals, and Approximants	This lecture follows up from the previous week and discusses the remaining 18 consonants in English by symbol, sound, and description.	Roach 6, 7	*Assignment <b>#1 DUE 1159pm</b> *Tutorial: Transcription exercise

<b>Week/ Date</b>	<b>Topic</b>	<b>Concepts</b>	<b>Reading</b>	<b>Assignment/ Test/Ex.</b>
<u>Week 8:</u> Mon Feb 27	<b>L7</b> - Syllable structure	The concept of the syllable, including onset, nucleus, and coda in syllables is reviewed. Students are introduced to syllabification rules for polysyllabic words.	Roach 8	*Tutorial: Syllabification practice
<b>Week 9: Reading Week—NO class</b>				
<u>Week 10:</u> Mon Mar 13	<b>L8</b> - Strong/weak syllables	The concept of weak versus a strong syllable is presented. Students learn strong-weak syllable rules for English.	Roach 9, 12	*Assignment #2 <b>DUE 11:59pm</b> *Tutorial: Weak/strong syllable practice
<u>Week 11:</u> Mon Mar 20	<b>L9</b> - Word stress	Rules of English word stress and their connection to weak and strong syllables are presented.	Roach 10, 11	*Tutorial: Stress practice
<u>Week 12:</u> Mon Mar 27	<b>L10</b> - Connected speech	Advanced phonological rules based on assimilation in connected speech are presented. Other aspects of connected speech such as elision and linking are reviewed.	Roach 14, 15,	*Tutorial (optional): Transcription exercise
<u>Week 13:</u> Mon April 3	<b>L11</b> - Intonation & Varieties of English Pronunciation	Tonic stress will be introduced and intonation patterns for simple sentences are presented. A brief introduction to the study of varieties of English pronunciations will be delineated as well.	Roach 18, 20	*NO tutorial
<b>Final Project Presentations (2 groups) – after the 1-hour lecture</b>				
<b>Week 14: Easter Holiday—NO class</b>				
<u>Week 15:</u> Mon April 17	<b>Final Project Presentations (8 groups)</b> <b>9:30am-1:15pm</b>			*NO tutorial
<u>Week 16:</u> Mon April 24	<b>NO class</b>			*Report DUE <b>11:59pm</b> <b>[softcopy only]</b>

## Course Grade Descriptors:

Grade A / Excellent : Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good : Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes. 5  
Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass : ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.