

Tentative Course Outline

*Department of English
The Chinese University of Hong Kong*

ENGE 2510A & B: English Phonetics and Phonology

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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/>

A demonstration of how to access Blackboard Learn to use the forum to post and respond to announcements, download resources, and use the discussion and Q & A forum, will be given in the first lecture.

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, and sounds from a variety of languages as well as varieties of English. In the phonology part of the course, students will analyze the patterns governing the distribution of sounds in different languages. Students will learn to use various technology (a course website, acoustic software analysis programmes) to analyze real language data. 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 and particularly, across a variety of Englishes worldwide.

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;
- 6) To use technology, including the course website as well as acoustic analysis tools, to analyze authentic language data;
- 7) To work in teams to collect, analyze, and disseminate findings from research using real language data;
- 8) To understand differences in varieties of English worldwide and to be able to demonstrate these differences through the analysis of their own English speech data;
- 9) Understand differences in the phonetics and phonologies of different varieties of 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 and discussions accessible via Blackboard Learn (see above under e-Learning).

We will also be using my website, *English Accents Worldwide*, throughout the course to discuss differences in vowel inventories and consonant productions across varieties of English

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	2 hrs	3 hrs
M	M	O	O	O

M = Mandatory O = Optional (but highly recommended)

Assessment:

The main goal of this course is to enable you to apply the knowledge you have obtained about English phonetics and phonology to the analysis of **real** speech, and to demonstrate this understanding through a variety of both oral and written tasks. The focus of all the assessments in this course is an analysis of your own English pronunciation, based on a number of smaller tasks leading to the final project. Many of these smaller tasks will be completed with guidance from both me and the TA during lectures and tutorials. It is therefore crucial that you attend all the lectures and tutorials and that you come to both on time, and prepared.

Class attendance and participation:	15%
Task 1 Oral Presentation	15%
Task 2 Oral Presentation	15%
Final Project Research Poster	15%
Final project Written Paper	40%

Class attendance and 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.

Task 1:

Task 1 is an analysis of the vowels and rhoticity in the reading passages recorded in the first tutorial session. You will transcribe your own pronunciation of the relevant words and use Praat and Audacity to further analyze the vowels. Includes this transcription in a brief PPT oral presentation of your vowel/rhoticity pronunciation in light of the lecture information as well as EAWW (5 minutes maximum per student).

Task 2:

Task 2 is an analysis of your pronunciation of selected consonant sounds (TH fronting, l/n conflation, flapping, glottal stopping, dark /l/) based on your pronunciation of the relevant words in the reading passages. As with Task 1, you will transcribe your own pronunciation of the relevant words, use Praat and Audacity to analyze the data, and include the transcription in a brief PPT oral presentation discussing your own pronunciation in light of the lecture information as well as EAWW (5 minutes maximum per student).

Final project and final project presentation:

The goal of ENGE 2510 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 word list and reading passages. These samples will be recorded during the tutorial sessions in Week 2 and you will receive a copy of your sound recording. We will workshop the project during lectures and tutorials as many of the concepts we learn in lecture will be discussed in reference to and preparation for your final project. You will have opportunities to work on the final project during the tutorial sessions. Note: Tasks 1 and 2 are part of your Final Project.

The final project will be a group project – you will work in a team of 3-4 students to collaborative analyze your speech data, and to compare the data for similarities and differences.

In the last week of class, each team will give a short (10 minute) Research Poster presentation about their findings, to date, from their final project data. This is a **progress report** (I do not expect a final paper but rather an overview of what you have found so far).

Late projects will be penalized 1 point for each day late.

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.

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.

Required Materials:

- 1) Hansen Edwards, J. G. (2022). *The Sounds of English around the World: An Introduction to Phonetics and Phonology*. Cambridge University Press.
- 2) SD Card or USB Flash.
- 3) *English Accents Worldwide*: <http://www.eng.cuhk.edu.hk/ENGE-EAWW/>
- 4) PRAAT (free download): <https://www.fon.hum.uva.nl/praat/>

Recommended Readings & Learning Resources:

A) Helpful Texts and Cassettes/ CD Roms:

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.

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 itesl 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/>

Other helpful websites will be posted on a weekly basis on Blackboard.

Feedback for Evaluation:

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials for ENGE 2510. 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.

Veriguide:

Each student must upload a soft copy of their Final Project to the plagiarism detection engine Veriguide.

The system will issue a receipt that also contains a declaration of honesty (see below). 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.

Academic Honesty:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> . With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

Statement:

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website

<http://www.cuhk.edu.hk/policy/academichonesty/>

Signature

Date

Name

Student ID

Course code

Course title

Tentative Schedule

Week/ Date	Topic	Concepts	Reading	Task/Assignment/ Tutorial
1.	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	
2.	English vowels: Part I	The phonetic concept of a vowel, symbols used to describe vowels, and the articulatory basis for the description of vowels, is presented. In addition, the six English short vowels are introduced by symbol, sound, and description.	Lecture Notes	Recording of speech samples
3.	English vowels: Part II	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.	Lecture Notes	Listening practice English vowels; assign Task 1
4.	Vowels	Vowel revision		Work on Task 1
5.	Articulation of Consonants, Voicing and consonants (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.	Lecture Notes	OP#1
6.	Phonemes, Phones, Transcription	This lecture introduces the concepts of phonemes, phones, allophones and phonological rules and introduces English allophones and phonological rules.	Lecture Notes	Listening practice & transcription exercises; assign Task 2
7.	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.	Lecture Notes	Listening practice consonants

Week/ Date	Topic	Concepts	Reading	Assignment/ Test
8.	Consonants	Consonant revision		Work on Task 2
9.	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.	Lecture Notes	OP#2
10:	Strong/weak syllables	The concept of weak versus a strong syllable is presented. Students learn strong-weak syllable rules for English.	Lecture Notes	Weak/strong syllable practice; Task 3 in class
11:	Word stress	Rules of English word stress and their connection to weak and strong syllables are presented.	Lecture Notes	Stress practice
12:	English in Hong Kong	An overview of English in Hong Kong is presented, focusing on how various other languages in Hong Kong impact how English pronunciation features.	Lecture Notes, Readings TBC	RESEARCH Poster presentations