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| Subject Code | ENGL2004 |
| Subject Title | Analysis of English Pronunciation |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite / Co-requisite/ Exclusion | None |
| Objectives | This subject aims to help students explore the elements and structure of the English sound system, which include consonants, vowels, the syllable, word stress, and intonation. This subject also aims to raise learners' awareness of different features of the two major varieties of English: British English and American English as well as features of Hong Kong spoken English. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. read and use IPA symbols commonly used in dictionaries; b. display awareness of the segmental features of the English sound system; c. display awareness of the suprasegmental features of the English sound system; d. apply concepts to analyse their own and others' spoken English. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. learn autonomously and collaboratively; f. pursue life-long learning; g. understand the benefits afforded by information technology both to their studies and future career. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Sound, speech sound and speech 2. The English Consonants 3. The English Vowels 4. The English Syllable Structure and Consonant Clusters 5. English Prosody (stress, rhythm, intonation) 6. Varieties of English: British English, American English, World English 7. The application of speech/pronunciation in real life |

| Teaching/ Learning Methodology | Interactive lectures will help learners explore the concepts used in the description and analysis of the English sound system. In the seminars, learners will have the opportunity to analyse speech samples and discuss issues arising from the application of these concepts to English pronunciation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="446 489 1377 1024"> <thead> <tr> <th data-bbox="446 489 695 703" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="695 489 865 703" rowspan="2">% weighting</th> <th colspan="7" data-bbox="865 489 1377 632">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="865 632 943 703">a</th> <th data-bbox="943 632 1021 703">b</th> <th data-bbox="1021 632 1099 703">c</th> <th data-bbox="1099 632 1177 703">d</th> <th data-bbox="1177 632 1255 703">e</th> <th data-bbox="1255 632 1333 703">f</th> <th data-bbox="1333 632 1377 703">g</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 703 695 812">1. Quiz I</td> <td data-bbox="695 703 865 812">30%</td> <td data-bbox="865 703 943 812">✓</td> <td data-bbox="943 703 1021 812">✓</td> <td data-bbox="1021 703 1099 812">✓</td> <td data-bbox="1099 703 1177 812">✓</td> <td data-bbox="1177 703 1255 812">✓</td> <td data-bbox="1255 703 1333 812">✓</td> <td data-bbox="1333 703 1377 812">✓</td> </tr> <tr> <td data-bbox="446 812 695 884">2. Quiz II</td> <td data-bbox="695 812 865 884">35%</td> <td data-bbox="865 812 943 884">✓</td> <td data-bbox="943 812 1021 884">✓</td> <td data-bbox="1021 812 1099 884"></td> <td data-bbox="1099 812 1177 884">✓</td> <td data-bbox="1177 812 1255 884">✓</td> <td data-bbox="1255 812 1333 884">✓</td> <td data-bbox="1333 812 1377 884">✓</td> </tr> <tr> <td data-bbox="446 884 695 955">3. Quiz III</td> <td data-bbox="695 884 865 955">35%</td> <td data-bbox="865 884 943 955">✓</td> <td data-bbox="943 884 1021 955">✓</td> <td data-bbox="1021 884 1099 955">✓</td> <td data-bbox="1099 884 1177 955">✓</td> <td data-bbox="1177 884 1255 955">✓</td> <td data-bbox="1255 884 1333 955">✓</td> <td data-bbox="1333 884 1377 955">✓</td> </tr> <tr> <td data-bbox="446 955 695 1024">Total</td> <td data-bbox="695 955 865 1024">100%</td> <td colspan="7" data-bbox="865 955 1377 1024"></td> </tr> </tbody> </table> <p data-bbox="446 1081 1461 1150">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="446 1165 1461 1354">(1) Quiz I: Weekly reading and written tasks relevant to the topic delivered in the weekly lectures will be assigned to students. Students are expected to prepare and discuss the readings after each class. Their understanding of speech and pronunciation, as well as features of vowels and consonants, will be tested in the quiz.</p> <p data-bbox="446 1369 1461 1516">(2) Quiz II: A short in-class written assessment task covering the materials covered in the first half of the course will enable students to show their ability to recognize IPA symbols and to show their understanding and the application of the concepts to authentic data.</p> <p data-bbox="446 1530 1461 1677">(3) Quiz III: In the final quiz, students’ understanding of different English pronunciations in relation to regional and social factors will be tested. They will need to apply the concepts and skills learned in this subject to analyse speech holistically, including segmental and suprasegmental speech features.</p> | | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | a | b | c | d | e | f | g | 1. Quiz I | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Quiz II | 35% | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 3. Quiz III | 35% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Quiz I | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Quiz II | 35% | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Quiz III | 35% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Lectures | | | | | | | 39 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> ▪ Seminars | 0 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Private study | 58 Hrs. |
| | <ul style="list-style-type: none"> ▪ Weekly written tasks and reading | 29 Hrs. |
| | Total student study effort | 126 Hrs. |
| Reading List and References | <p>Textbook</p> <p>Roach, P. (2009). <i>English phonetics and phonology</i> (4th ed.). Cambridge University Press.</p> <p>Ogden, R. (2024). <i>An introduction to English phonetics</i> (3rd ed.). Edinburgh University Press.</p> <p>Nathan, G. (2008). <i>Phonology: A cognitive grammar introduction</i>. John Benjamins.</p> <p>Recommended reading</p> <p>Ashby, P. (2005). <i>Speech sounds</i> (2nd ed.). Routledge.</p> <p>Brazil, D. (1994). <i>Pronunciation for advanced learners of English</i>. Cambridge University Press.</p> <p>Catford, J. C. (2001). <i>A practical introduction to phonetics</i>. Oxford University Press.</p> <p>Collins, B., Mees, I. M., & Carley, P. (2019). <i>Practical phonetics and phonology: A resource book for students</i> (4th ed.). Routledge.</p> <p>Cruttenden, A. (2014). <i>Gimson's pronunciation of English</i> (8th ed.). Routledge.</p> <p>Jones, D. (1997). <i>Cambridge English pronouncing dictionary</i> (18th ed.). Cambridge University Press.</p> <p>Kreidler, C. W. (2004). <i>The pronunciation of English: A course book</i> (2nd ed.). Blackwell.</p> <p>Ladefoged, P., & Johnson, K. (2006). <i>A course in phonetics</i> (6th ed.). Cengage Learning.</p> <p>O'Connor, J. D., & Fletcher, C. (1989). <i>Sounds English: A pronunciation practice book</i>. Longman.</p> <p>Rogers, H. (2000). <i>The sounds of language: An introduction to phonetics</i>. Routledge.</p> <p>Shockey, L. (2003). <i>Sound patterns of spoken English</i>. Blackwell.</p> <p>Wells, J. C. (2000). <i>Pronunciation dictionary</i> (2nd ed.). Longman.</p> <p>Useful links</p> <p>1. IPA</p> <p style="text-align: center;">Interactive IPA chart: Gives full IPA symbols and pronunciations.</p> | |

<http://www.yorku.ca/earmstro/ipa/>

IPA keyboard: Enable IPA symbol input

<http://westonruter.github.io/ipa-chart/keyboard/>

<https://r12a.github.io/pickers/ipa/>

IPA trainer: Flashcards for IPA symbol practice

<https://www.phon.ucl.ac.uk/home/johnm/flash/flashin.htm>

Peter Ladefoged vowels and consonants page

<http://www.phonetics.ucla.edu/vowels/contents.html>

List of easily confused phonetic symbols

<https://www.phon.ucl.ac.uk/home/wells/confusables.htm>

2. Speech Anatomy

Beginner's guide to phonetics (including basic anatomy):

<http://jcarreras.homestead.com/rrphonetics1.html>

Anatomy and physiology of the larynx. Excellent website, usage indicated by title.

<https://www.getbodysmart.com/larynx>

Vocal tract practice: Demonstration of articulator movement

<http://smu-facweb.smu.ca/~s0949176/sammy/>

3. Examples of phonological variation and change

‘Sound Comparison’: Exploring diversity in Phonetics across Language Families

Enables you to explore varieties in British English and other Germanic languages.

<https://soundcomparisons.com/#home>

Sound patterns of spoken English: Gives sound examples, e.g. continuant stops, devoicing, assimilation, glottalization, h-dropping etc.

<http://www.blackwellpublishing.com/shockey/downloads.htm>

Examples of English varieties in the UK

<https://dialectandheritage.org.uk/sound-map/>

English accent map

<https://www.englishaccentsmap.com/gb/>