

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

<b>Teaching/ Learning Methodology</b>	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.																																																											
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="444 489 1375 1024"> <thead> <tr> <th data-bbox="444 489 695 701" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="695 489 865 701" rowspan="2">% weighting</th> <th colspan="7" data-bbox="865 489 1375 632">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="865 632 943 701">a</th> <th data-bbox="943 632 1021 701">b</th> <th data-bbox="1021 632 1099 701">c</th> <th data-bbox="1099 632 1177 701">d</th> <th data-bbox="1177 632 1255 701">e</th> <th data-bbox="1255 632 1333 701">f</th> <th data-bbox="1333 632 1375 701">g</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 701 695 810">1. Quiz I</td> <td data-bbox="695 701 865 810">30%</td> <td data-bbox="865 701 943 810">✓</td> <td data-bbox="943 701 1021 810">✓</td> <td data-bbox="1021 701 1099 810">✓</td> <td data-bbox="1099 701 1177 810">✓</td> <td data-bbox="1177 701 1255 810">✓</td> <td data-bbox="1255 701 1333 810">✓</td> <td data-bbox="1333 701 1375 810">✓</td> </tr> <tr> <td data-bbox="444 810 695 879">2. Quiz II</td> <td data-bbox="695 810 865 879">35%</td> <td data-bbox="865 810 943 879">✓</td> <td data-bbox="943 810 1021 879">✓</td> <td data-bbox="1021 810 1099 879"></td> <td data-bbox="1099 810 1177 879">✓</td> <td data-bbox="1177 810 1255 879">✓</td> <td data-bbox="1255 810 1333 879">✓</td> <td data-bbox="1333 810 1375 879">✓</td> </tr> <tr> <td data-bbox="444 879 695 949">3. Quiz III</td> <td data-bbox="695 879 865 949">35%</td> <td data-bbox="865 879 943 949">✓</td> <td data-bbox="943 879 1021 949">✓</td> <td data-bbox="1021 879 1099 949">✓</td> <td data-bbox="1099 879 1177 949">✓</td> <td data-bbox="1177 879 1255 949">✓</td> <td data-bbox="1255 879 1333 949">✓</td> <td data-bbox="1333 879 1375 949">✓</td> </tr> <tr> <td data-bbox="444 949 695 1024">Total</td> <td data-bbox="695 949 865 1024">100%</td> <td colspan="7" data-bbox="865 949 1375 1024"></td> </tr> </tbody> </table> <p data-bbox="444 1081 1461 1150">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="444 1167 1461 1350">(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="444 1367 1461 1509">(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="444 1526 1461 1669">(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%							
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<b>Student Study Effort Expected</b>	Class contact:																																																											
	▪ Lectures							39 Hrs.																																																				

	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	0 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Private study</li> </ul>	58 Hrs.
	<ul style="list-style-type: none"> <li>▪ Weekly written tasks and reading</li> </ul>	29 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b>Textbook</b></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><b>Recommended reading</b></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., &amp; 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., &amp; Johnson, K. (2006). <i>A course in phonetics</i> (6th ed.). Cengage Learning.</p> <p>O'Connor, J. D., &amp; 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><b>Useful links</b></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/>