

Hong Kong Institute of Education

Introduction to English Phonetics and Phonology (ENG1326) 3 cp

<p>BEd (Hons) English Language (Primary & Secondary) (5-yr Full Time)</p> <p>1. Synopsis</p> <p>This course enables students to develop basic understanding of the English sound system by examining its segmental and suprasegmental features. Students will develop phonics, phonemic and phonological awareness by looking into how English sounds operate at word and discourse levels.</p> <p>2. Course Intended Learning Outcomes (CILOs)</p> <p><i>Upon successful completion of this course, students will be able to:</i></p> <ol style="list-style-type: none"> 1. demonstrate a clear understanding of the segmental and suprasegmental features of the English sound system; 2. use phonics, phonemic and phonological awareness to develop pronunciation; 3. use appropriate terms to describe the segmental and suprasegmental features of the English sound system. <p>3. Course Intended Language Learning Outcomes (CILLOs)</p> <p><i>Upon successful completion of this course, students will be able to:</i></p> <ol style="list-style-type: none"> 1. pronounce unfamiliar words with clues from the spelling; 2. decode phonemic script and read aloud texts with appropriate pronunciation, stress and intonation, and with meaning. 	<p>BA (Hons) in Language Studies (4-yr Full Time)</p> <p>1. Synopsis</p> <p>This course introduces the fundamental aspects of the English sound system. Students will learn (i) the articulatory and prosodic properties of human speech sounds, (ii) phonemics, allophonic rules of English consonants and vowels, phonotactics, syllable structures, metrical feet, phonological groupings, word and phrasal stress, rhythm and intonation. Based on the understanding of sound systems and patterns, students will acquire techniques of elicitation and transcription of speech sounds with special reference to English, Cantonese and Putonghua. They will also develop analytical skills to investigate sound systems in any natural language.</p> <p>2. Course Intended Learning Outcomes (CILOs)</p> <p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate a good understanding of articulatory phonetics and of phonology, the interaction of sounds within a sound system and across languages, and apply this knowledge to describe, explain and predict how the sounds are made; 2. apply their knowledge and skills in using segmental and suprasegmental features of English speech for effective communication; 3. transcribe and analyse speech sounds in English; 4. identify the fundamental phonological differences between English, Cantonese and Putonghua; 5. demonstrate the knowledge of interlanguage phonology and identify the pronunciation problems that Chinese students may have.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Lecturers

Name	Office	Telephone	E-mail
Ms Clairine CHAN (Course Coordinator)	B4-1/F-29	2948 7292	ckv@ied.edu.hk
Ms. Jennie WONG	B4-1/F-32	2948 7234	jennie@ied.edu.hk
Dr Rebecca CHEN	B4-1/F-04	2948 7376	hsuehchu@ied.edu.hk

3. Meeting Time and Venues

	Day	Time	Venue	Tutor(s)
Mass Lecture	WED	8:30 am – 9:20 am	D1-LP-03	Jennie, Rebecca, Clairine
Tutorial	THUR	8:30 am – 10:20 am	B2-LP-14	Clairine
	THUR	8:30 am – 10:20 am	B2-LP-22	Rebecca
	THUR	4:30 pm – 6:20 pm	B4-LP-01	Clairine
	FRI	2:30 pm – 4:20 pm	B2-LP-16	Jennie
	FRI	2:30 pm – 4:20 pm	B3-LP-08	Clairine
	FRI	2:30 pm – 4:20 pm	D3-LP-10	Rebecca

4. Communication

The most obvious mode of communication is face to face during class. If you would like to contact us beyond time-tabled sessions, please check with us for details of our availability. In addition to personal consultation, e-mail will be the main means of communication outside the classroom context. You are **strongly advised** to check your e-mail and course website **regularly** for notices of changes in schedule, venue and other course-related information and discussion.

5. Course schedule

This schedule is a guide only and may be subject to change at very short notice, according to your progress, needs and interests. In addition, there will be integration rather than linear presentation of topics. Please consult the course website and email regularly for announcement of changes.

You are expected to attend ALL scheduled sessions & activities. Print your own handouts BEFORE each session.

Wk	Date	Groups	@	Content	Outside-class work#
1	8/1	All	L	Overview (Jennie) • Course introduction; Assessment; Introduction of resource materials • Phonology as a component of the language system • Overview of the English sound system – segmental & suprasegmental Letter-sound relationship I • Alphabetic representation of consonants	☞ Check resources and on-line tasks ☞ Read Blevins (2006) Section 3 and Roach (2000/09) Ch 5 ☞ Self-access work
	9/1	Thur	T		
	10/1	Fri			
2	15/1	All	L	Letter-sound relationship II (Jennie) • Alphabetic representation of vowels and diphthongs • Spelling rules of thumb and exceptions • From alphabetic to phonemic representation of sounds	☞ Read Roach (2000/09) Ch 2 & 3 ☞ Self-access work
	16/1	Thur	T		
	17/1	Fri			
3	22/1	All	L	Segmental system of English I (Rebecca) • Vowels & diphthongs • Contrasting the English & Cantonese / Putonghua vowels	☞ Read Roach (2000/09) Ch 4, 6 & 7 ☞ Self-access work
	23/1	Thur	T		
	24/1	Fri			
4 6	27/1 – 14/2 – no class, Lunar New Year Break • Self access work • Exploration of pronunciation practice materials and preparation for portfolio (Assessment task 3) • IPA take home quizzes and preparation for Exam (Assessment task 1)				☞ IPA take-home quizzes ☞ Preparation for portfolio (ass't task 3) ☞ Self-access work
7	19/2	All	L	Segmental system of English II (Rebecca) • Consonants • Contrasting English & Cantonese / Putonghua consonants Mid-course evaluation Submit interim portfolio with completed Wk 2-7 record	☞ Read Roach (2000/09) Ch 8, 9 & 10 ☞ Self-access work
	20/2	Thur	T		
	21/2	Fri			
8	26/2	All	L	Suprasegmental system of English I (Rebecca) • At word level – syllable & stress <ul style="list-style-type: none"> ○ Syllable structure, syllabic consonant ○ Primary & secondary stresses, weak syllable 	☞ Read Roach (2000/09) Ch 11 & 12 ☞ Self-access work
	27/2	Thur	T		
	28/2	Fri			
9	5/3	All	L	Suprasegmental system of English II – Across the word boundaries (Clairine) • Co-articulation features across the word boundaries – Elision, assimilation and linking	☞ Read Roach (2000/09) Ch 13 & 14 ☞ Self-access work
	6/3	Thur	T		
	7/3	Fri			
10	NO CLASS Exam Part ONE (40%) Date: 14 March Friday Time: 3:30 – 5:30pm Venue: C-LP-11				
11	19/3	All	L	Suprasegmental system of English III – Stress and rhythm (Clairine) • Stress and rhythm in connected speech • Weak form • Contrasting stress and rhythm in English and Chinese	☞ Read Roach (2000/09) Ch 15 & 16 ☞ Self-access work
	20/3	Thur	T		
	21/3	Fri			

12	<ul style="list-style-type: none"> • No class • Small Group consultation Please make an appointment with your tutor for pronunciation consultation. • Preparation for Exam Part TWO and Portfolio building. 			<ul style="list-style-type: none"> 📖 Preparation for portfolio and small group consultation (See Appendix) 	
13	2/4	All	L	Suprasegmental system of English IV – Intonation (Clairine) <ul style="list-style-type: none"> • Common types of tones in English • Pausing, tone unit, tonic syllable and Intonation contours • Communicative functions of intonation • Contrasting intonation in English and Cantonese / Putonghua 	<ul style="list-style-type: none"> 📖 Read Roach (2000/09) Ch 18 & 19
	3/4	Thur	T		
	4/4	Fri			
14	9/4	All	L	Phonology and teaching of pronunciation (Clairine) <ul style="list-style-type: none"> • Principles and methods • Exploring pronunciation activities End-of-course evaluation	<ul style="list-style-type: none"> 📖 Preparation for Exam (ass't task 2)
	10/4	Thur	T		
	11/4	Fri			
	12/4	Sat		Exam Part 2 (30%) Examination paper will be available on moodle at 9am 12 April. Send your recording to eng1326exam2@gmail.com before 9am 13 April.	
15	Submission of Portfolio (30%) Deadline: 16 April (Wed) 12noon Send the softcopy (both word and pdf files) to your tutor.				

@ L = mass lecture; T = tutorial

Preparation for the next session + self access pronunciation work

6. Assessment

Assessment tasks

There are THREE assessment components – **an examination in 2 parts** and **a portfolio**. Each component helps to assess your achievement of different course learning outcomes.

You must pass ALL three components in order to attain an overall pass in the course.

I. Examinations (70%)

The two parts of the examination assess phonemic and phonological concepts, including segmental and suprasegmental features. The first part is a written examination on IPA and phonics knowledge, and the second is a reading aloud examination. Details of the 2 examinations are as follows.

Exam Part ONE (40%)	Friday 14/3 3:30-5:30 pm	C-LP-11
This part focuses on the segmental sound system of English and consists of items related to: <ul style="list-style-type: none"> ◆ Phonics knowledge and concepts; ◆ Phonological concepts including segmental and suprasegmental features; ◆ Dictation; and ◆ IPA transcriptions – Transcribing IPA to normal orthography and vice versa 		
Exam Part TWO (30%)	Sunday 13/4 9am	
This part focuses on the suprasegmental sound system of English and consists of Reading Aloud of: <ul style="list-style-type: none"> ◆ Words and short phrases ◆ Short passages <i>The Exam paper will be uploaded on moodle on Tuesday April 12 (9am). Your recording must be sent to eng1326exam2@gmail.com on or before Wednesday April 13 (9am)</i>		

II. Portfolio (30%)

The portfolio includes

- (1) a record of a minimum of 20 hours of self-access work in the ASLLC / library or from other relevant sources on pronunciation improvement; and
- (2) a reflection on the self-access learning process.

A SOFTCOPY of your portfolio should be submitted **on or before Apr 16, 2014 (12 noon)** to your course lecturers. Please run a turn-it-in check and attach the result with your portfolio. For further details of these assessment tasks, see the **Assessment Guidelines**.

Points to note

A grade D or better is required to pass the course, but a grade C- or D will have extremely negative implications for your GPA. **Students who fail the course WILL BE required to repeat the course in a subsequent year.** See Chapters 4-5 of *General Academic Regulations* for further details (http://www.ied.edu.hk/reg/student_handbook/main.html).

Students who are **absent in any part of the examination without a valid cause** will be accorded a fail grade (grade F) for the examination. **Late submission of the portfolio** will only be possible in cases in which permission to do so has been sought – **and obtained** – from the course coordinator **prior to** the original submission date. Late submission without prior arrangement **will not** be entertained. All unsubmitted or late portfolios without prior approval will be accorded a fail grade (grade F). Late submission with prior approval from course lecturer may be downgraded, on a case-by-case basis, up to one full grade. (See Chapters 4-5 of the *General Academic Regulations*.)

You should note that demonstrated proficiency in written and spoken English is a major component of this course and its assessment criteria. Poor performance in language proficiency will have a serious impact on the overall grade awarded.

7. Course Website / E-Learning Platform

<https://moodle.ied.edu.hk/> (INTRO TO ENG PHON & PHONOLOGY)

The course will make use of the **moodle** platform to share information and learning materials. You should check the information uploaded frequently. You should download and print the lecture and tutorial handouts from **moodle** before attending the session. Any course announcements will also be made there.

8. Required Text:

Roach, P. (2009). *English phonetics and phonology* (4th edn). Cambridge: Cambridge University Press.

Notes:

1. This book is essential and is available for purchase from the Campus Bookshop.
2. It is also fine to use the 3rd edition.
3. You can find in the following website some additional resources for the 4th edition:
<http://www.cambridge.org/elt/peterroach> (**download free resources**)

Required Online Resources:

http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/index.php/useful-learning-resources/

9. Recommended References:

On Phonics (alphabetic representation of sounds)

- Blevins, W. (2006) *Phonics from A to Z: A practical guide* (2nd Ed.). N.Y.: Scholastics Professional Books.
- Fox, B.J. (2004). *Word identification strategies: Phonics from a new perspective* (2nd Ed.). NJ: Merrill.
- Glazer, S. M. (1998). *Phonics, spelling, and word study: A sensible approach*. MA: Christopher- Gordon Publication.
- Goswami, U. & Bryant, P. (1990). *Phonological skills and learning to read*. UK: Erlbaum.
- Pang-Lam, Y.H., Luk, C.M., & Tse-Tso, Y.W. (2001). *Integrating phonics teaching into the primary English curriculum*. Hong Kong: The Hong Kong Institute of Education.

On Phonetics (phonemic representation of sounds) and Phonology

- Cambridge English Pronouncing Dictionary*. (2006). Cambridge: Cambridge University Press.
- Collins, B. & Mees, I. M. (2008). *Practical Phonetics and Phonology: A Resource Book for Students* (2nd Ed.). London & New York: Routledge.
- Ladefoged, P. (2001). *Vowels and consonants: An introduction to the sounds of languages*. Malden, Mass.: Blackwell.

On Hong Kong speakers' pronunciation of English

- Bolton, K. (2003). *Chinese Englishes: A sociolinguistic history*. Cambridge: Cambridge University Press.
- Chan, A. Y. W. & Li, D. C. S. (2000). English and Cantonese phonology in contrast: Explaining Cantonese ESL learners' English pronunciation problems. *Language, Culture and Curriculum*, 13(1), 67-85. (also available online: <http://dx.doi.org/10.1080/07908310008666590>)
- Chang, L.F. (n.d.) *A comparative analysis of English and Cantonese phonological systems*.

<http://sunzi1.lib.hku.hk/hkjo/view/600207.pdf>

Stibbard, R. (2004). The spoken English of Hong Kong: A study of co-occurring segmental errors. *Language, culture and curriculum*, 17(2), 127-142.

(also available online: <http://dx.doi.org/10.1080/07908310408666688>)

On teaching and learning of pronunciation

Celce-Murcia, M., Brinton, D.M. & Goodwin, J.M. (2010). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. (2nd Ed.) Cambridge; New York: Cambridge University Press.

Fitzpatrick, F. (1995). *A teacher's guide to practical pronunciation*. Hertfordshire: Prentice Hall.

Hancock, M. (1995). *Pronunciation games*. Cambridge: Cambridge University Press.

Hewings, M. (2004). *Pronunciation practice activities: A resource book for teaching English pronunciation*. Cambridge: Cambridge University Press.

Kelly, G. (2000). *How to teach pronunciation*. Harlow: Longman.

Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.

Lane, L. (2010). *Tips for teaching pronunciation: A practical approach*. New York: Pearson Longman.

Underhill, A. (2005). *Sound foundations: Learning and teaching pronunciation*. Oxford: Macmillan Education.

10. Useful Resource Materials:

Phonics (alphabetic representation of sounds)

<http://www.hkedcity.net/english/phonics/>

<http://www.genkienglish.net/phonics.htm>

<http://phonicsontheweb.com/letter-sounds.php>

Learning phonetic symbols (phonemic representation of sounds)

http://www.teachingenglish.org.uk/download/pron_chart/pron_chart.shtml

<http://www.oupchina.com.hk/dict/phonetic/home.swf>

http://www.stuff.co.uk/calcul_nd.htm

http://davidbrett.uniss.it/phonology/transcription%20exercises/index_of_transcription_exercises.htm

http://cambridgeenglishonline.com/Phonetics_Focus/

Pronunciation courses / practices

<http://www.e-pron.com/>

<http://www.englishclub.com/pronunciation/index.htm>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

<http://lc.ust.hk/~material/pl/index.html>

<http://evaeaston.com/pr/home.html>

<http://shiporsheep.com/>

<http://www.manythings.org/pp/>

http://www.tolearnenglish.com/cgi2/myexam/liaison.php?liaison=alphabet_pronunciation

Online dictionaries (with phonetic transcriptions and/or pronunciation demonstration)

<http://dictionary.cambridge.org/>

<http://www.macmillandictionary.com/>

Phonetics course

<http://www.phonetics.ucla.edu/index.html>

(a course in *Phonetics 5th Edition* and *Vowels and Consonants 2nd Edition* by Peter Ladefoged)

Naxos spoken word library

<http://www.ied.naxosspokenwordlibrary.com/subdomain.asp>

This online library contains a variety of materials being read aloud (*some with the written texts attached, some without*), including children's stories, junior classics, religious texts, classical English literature, poetry, etc. The materials will be useful for those who are looking for good demonstration of reading aloud with appropriate stress, rhythm and intonation.

Teaching pronunciation

http://www.eslgold.net/pronunciation/teaching_pronunciation.html

<http://www.esflow.com/pronunciationlessonplans.html>

<http://www.teachingenglish.org.uk/category/teaching-area/pronunciation>

- Typing IPA symbols <http://www2.elc.polyu.edu.hk/CILL/ipatypewriter.htm>
<http://www.phonemicchart.com/>
- International Phonetic Association <http://www2.arts.gla.ac.uk/IPA/ipa.html>
 IPA font Download http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=encore-ipa-download
- Application Software (for Smartphone users)
 for the iPhone, iPad & iPod touch
 Pronunciation Power App (*free*)
 Cambridge Pronunciation: Clear Speech Apps (*with a charge*)
 Otterwave (*with a charge*)
 for the iPhone, iPad, iPod touch & Android OS devices
 Sounds - The Pronunciation App (*free and premium versions are available*)

Journals

- ELT Journal
- English World Wide
- International Journal of Applied Linguistics
 Language, Culture and Curriculum
- TESOL Quarterly
- World Englishes

11. Attendance, punctuality and conduct

1. The Institute and the BA(LS) & BEd(EL) Programmes place great emphasis on the punctuality and attendance of students. Attendance will be recorded during each class. **You are expected to attend all scheduled classes and activities. In exceptional circumstances where you need to take a leave of absence, you should inform your course lecturer of the absence in advance or, in the case of sick leave, soon after the date of absence.** The minimum attendance requirement of the course is **80%**. The 20% leeway is only to allow for exceptional circumstances such as illness. **Students who fail to meet this minimum attendance requirement will be given a grade F (fail) for the course.**
2. It is your responsibility to follow the attendance regulations. You should NOT expect reminders or verbal / written warning about unsatisfactory attendance. **Once your absence exceeds 20%, you will be given a fail grade immediately without prior notice.**
3. **You are expected to be punctual.** Latecomers may not be admitted to class, may be treated as absent or may be required to take up additional work or duties. **In exceptional circumstances where you cannot avoid being late for a session, you should explain to the course lecturer your reason of lateness either verbally or through email soon after the session.**
4. **Mobile phones must be switched off during class.** Other impolite or unprofessional behaviour is also not acceptable.

Clairine Chan, Jennie Wong & Rebecca Chen
 ELE & LML
 January, 2014

APPENDIX

Small Group Consultation (Reading Aloud)

Aim

1. To practise reading aloud texts with appropriate pronunciation, stress and intonation, and to get feedback from the course lecturer and peers for further improvement.
2. To prepare for Part TWO of the examination.

Guideline

1. Form small groups of 3-4.
2. Each group takes turns to meet the course lecturer in the time slots designated for small group consultations (see course schedule above).
3. During the small group consultation, each group member takes turns to read aloud a few paragraphs of a text provided by your course lecturer.
4. Your group members and the lecturer will provide you with comments on your speech regarding your pronunciation and the use of stress and intonation for effective communication of meaning.