Bachelor of Education (Hons.) (English Language)
Bachelor of Arts (Hons.) (Language Studies)
ENG 1326 Introduction to English Phonetics and Phonology

Assessment Guidelines 2013-2014 Semester 2
You must pass ALL three assessment components to pass the course.
Assessment Components I & II – Examination (70%)

Part ONE (40%)
Components:
This part focuses on the **_segmental_** sound system of English, in other words, the focus will be on individual phonemes (consonants and vowels) of English.

1. The following will be included in this examination:

    Phonics knowledge and concepts –
    *   Identification of examples (with brief explanation) of the following from a given passage:
    *   one letter / one digraph representing two different sounds
    *   one sound represented by two different letters / digraphs
    *   consonant digraphs, consonant blends, silent consonants, etc.
    *   long and short vowels
    *   vowel digraphs and r-controlled vowels
    *   onsets and rimes
    *   Dictation – listen (*to audio recording of words*) and spell (*using normal spelling*)

2. IPA transcriptions –

    *   Representing given words / short phrases / short sentences (*spoken or written*) with IPA transcriptions

    *   Decoding phonemically transcribed words / phrases / sentences and rewriting them using normal spelling

    *   Dictation – listen (*to audio recording of words*) and transcribe (*using IPA symbols*)

3. Phonological concepts, may include the following segmental and suprasegmental features –

    *   Identification of the places and manners of articulation

    *   Analysis of CV (consonant / vowel) structure of the words

    *   Identification of number of syllables and word stress pattern

    *   Short questions on phonological processes (e.g. assimilation)

Part TWO (30%)
This part focuses on the **_suprasegmental_** sound system of English.   The main task is **Reading Aloud**.

Components – Reading aloud of:	*Main focus of assessment:*
1. Words and short phrases 2. Short passages	effective delivery of meaning through the use of proper pronunciation of sounds, appropriate sentence stress, rhythm (including weak form) and intonation (including pausing), and other appropriate paralinguistic techniques

Note: *Past papers will be available on the course website for your reference.   But every year there may be some slight changes in the format of the examination.*

Reading Aloud
Assessment Criteria
(Examination Part TWO)

		Pronunciation, stress and intonation	*Reading aloud with meaning*
A+ A A-	DISTINCTION	The speaker is confident about the pronunciation of words. Pronunciation is unlikely to present comprehension problems though there may be isolated errors in the pronunciation of sounds and / or word-stress, and there may be some L1 characteristics. Sentence stress and intonation patterns are mostly appropriate, reading of the text is clear and communication of meaning is mostly effective.	The speaker displays a fairly high level of audience awareness and is at times able to use effective paralinguistic features to communicate the text. In general, speed of delivery and pausing are appropriate, facilitating audience attention and understanding.
B+ B B-	GOOD	The speaker is generally confident about the pronunciation of words. Although there may be some errors in the pronunciation of sounds and / or word-stress and a number of L1 characteristics are evident, pronunciation does not present serious comprehension problems for the listener. Sentence stress and intonation patterns may not always be appropriate but reading of the text is still generally clear and communication of meaning is generally effective.	The speaker displays on the whole a fairly high level of audience awareness. S/he may occasionally read the text in a manner inappropriate to the text and may occasionally lose sight of the audience but, despite occasional lapses, manages to communicate meaning adequately. Speed and pausing indicate a fairly high level of audience awareness.
C+ C	SATISFACTORY	The speaker may be hesitant about the pronunciation of some words. There are errors in the pronunciation of sounds and / or word-stress and a number of L1 characteristics are evident, pronunciation may sometimes pose comprehension problems for the listener. Sentence stress and intonation patterns are sometimes inappropriate and communication of meaning is sometimes impeded.	The speaker displays an adequate level of audience awareness and speaks in a style which is generally suited to task purpose. However, speed of delivery and pausing are at times inappropriate.
C- D	BARE PASS	The speaker is hesitant about the pronunciation of many words. There are a number of errors in the pronunciation of sounds and / or word stress and many L1 characteristics (e.g. for Cantonese, consonant clusters – 'pl/pr'; 'l/n/r'; 'v/w' 'th/f' problems) are obtrusive. The listener may experience some strain in understanding the speaker, and communication of meaning is often impeded.	The speaker displays some awareness of audience though s/he may find it difficult to attend to the audience as well as the text throughout the reading. Speed and / or style of delivery are often inappropriate and may be hesitant. Meaning is not always communicated adequately.
F	FAIL	The speaker makes frequent errors in pronunciation, stress and intonation, and communicative effectiveness is often impeded.	The speaker's attention is wholly taken up by the effort of reading the text and there is little evidence of audience awareness. There may be failure to sustain sense groups[1] and meaning may often fail to be communicated.

[1] "Failure to sustain sense groups" means the speaker is reading words aloud, one by one, instead of in appropriate groups to express meanings.

Assessment Component III – Portfolio (30%)

Introduction

This portfolio is evidence of your self-access learning in this course. You are expected to engage in a minimum of **20 hours** of <u>self-access work on **improving your English pronunciation#**</u>. The goal of this self-access learning is to provide you with choice and flexibility in learning English pronunciation.

(# If you are a native speaker of English, contact your course lecturer for an alternative requirement of this assessment task)

IMPORTANT NOTE:

> The focus of this assessment task is on PRONUNCIATION. The following activities are **IRRELEVANT** to the requirement of this portfolio, therefore should **NOT** be included in the 20+ hours practice or be discussed in reflection.
> - course reading
> - practice on the IPA symbols* / IPA transcription
> - dictation (listen and spell)
> - doing Exam I past papers
>
> * If the work involves using knowledge of the IPA symbols or related resources <u>to improve pronunciation</u>, then it can be accepted as relevant.

Your pronunciation practice should spread across the whole course, and you are required to keep a written record of the practice. On or before *12 noon, 16 April 2014* you have to submit ***ONLY the softcopy (in both PDF and Word formats) of your portfolio*** about this self-access learning experience to your tutor. (See further details below about items to include in the portfolio.)

How should I plan my study?

Be realistic and take into account factors like urgency of your needs and availability of time. Web pages suggested in this course are available 24 hours a day and 7 days a week. You will learn more effectively if you set aside a regular period of time every week for this task and plan your goals. Decide on which aspect (e.g. particular vowel or consonant sounds, consonant clusters, weak forms, sentence stress, intonation, etc.) to learn according to your needs and interest. You can also make reference to the topics covered each week in the course as a guideline to help decide the practice focus.

How can I manage my study effectively?

1. Set *realistic*, *specific* and *clear goals*.
2. Develop practical *weekly* schedules. Use the weekly record form provided below. Exercise your self-discipline to keep your study to the schedule as much as you can. Do NOT try to finish the 20+ hours of self-access learning just in the last week before the portfolio submission date. Pronunciation development takes time and you will not be able to improve in just 1-2 weeks' time.
3. In addition to the weekly record, keep a learning notebook. Write down the learning points for record and for future revision.
4. Remember: Personalising is very important because you and your friends in this course may have different abilities and needs in learning English pronunciation. So you do not need to compare your goals or progress with your friends. Yet at the same time you should remember that you are not learning alone. You are working towards your goals with help and support from your course lecturers, staff in CLE, personal tutor *(if applicable)* and friends. Their feedback may help to inform you of which aspect(s) you need to pay greater attention to.

Suggested materials for self-access work

The following are some materials you may use, but the list is by no means exhaustive.

Internet Materials
See the websites and online resource materials suggested in the course overview.

E-learning Platform
You will be given self-access revision exercises over a broad range of areas such as consonants, clusters, intonation, linking.   These exercises and the audio recordings (if applicable) are available in the Institute's e-learning platform (the course website).

HKIEd Library
The Institute Library houses a lot of useful books (many accompanied by CD ROMs) on pronunciation.   Go to the *PE1137* shelves and explore.

Software
1. *Pronunciation Power*   Location: Arthur Samy Language Learning Centre (B3-G/F-01)
   You can improve your English pronunciation with:
   (a) over 7000 practice words and thousands of sentences,
   (b) over 100 hours of training,
   (c) over 2000 photos and graphics,
   (d) animated lessons,
   (e) 1020 listening exercises,
   (f) exercises for practicing stress, timing, articulation, intonation and rhythm, and
   (g) four interactive games.
   See the following link for a video that demonstrates the functions of this software:
   http://www.youtube.com/watch?v=muqkyh1XqJc

2. *Sky Pronunciation Suite*   Location: Arthur Samy Language Learning Centre (B3-G/F-01)
   It comprises phonemic alphabet in English, similar sounds, word and phrasal stress, and stress and rhythm.   A wealth of audio-video listen, learn, test and record features is included.   It keeps your own personal progress page to chart scores and assess progress.
   See the following link for a video demonstration of the software:
   http://video.google.com/videoplay?docid=3838821076850321425

Films and TV programmes
The ASLLC & HKIEd library house a lot of DVDs of films.   You can choose films or TV programmes that you like.   While you are watching, pay attention to the pronunciation of the speakers.   Imitation of their speech can be a good way to improve pronunciation.   You can record your imitation, then play the recording and make comparison between your own speech and the original speakers'.

Language advising services at ASLLC
CLE provides both one-to-one and small group language advising services.   You may use services such as the Help Desk, Speaking Assistance Programme (SAP) and Language clinic / Drop-in service to help you develop your pronunciation.   For further details of these services, check the CLE website or approach the staff at ASLLC.

Pronunciation Apps for Smartphones

If you use a smart phone, you may download some apps for your pronunciation work.   The following are some examples of applications that you may explore to start with.   You can download these applications and practise pronunciation (and study IPA) on the go. Apart from sound clips, these applications include animations demonstrating how to pronounce different phonemes, as well as activities, games and further practice.   Nevertheless, you should pay attention to the different IPA symbols these applications use. Make sure you follow the IPA used in the set text by Peter Roach when you do the portfolio.
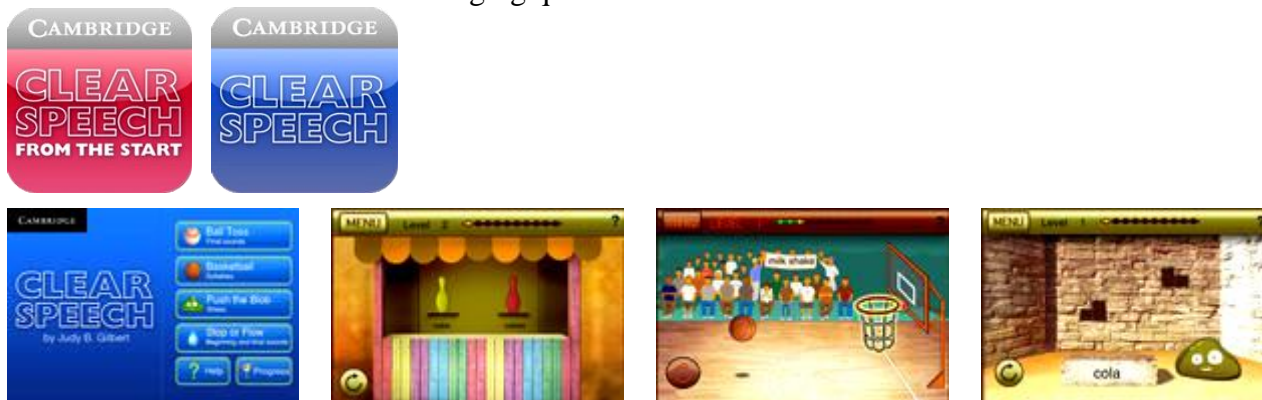
Pronunciation apps for the <u>iPhone, iPad and iPod touch</u>

Pronunciation Power (FREE) App allows you an easy way to learn the sounds of the English Language with American accent in an offline mode.   Lessons are taught with side view animations and front view videos. Exercises include 780 sample words, 520 comparative words and recordings.
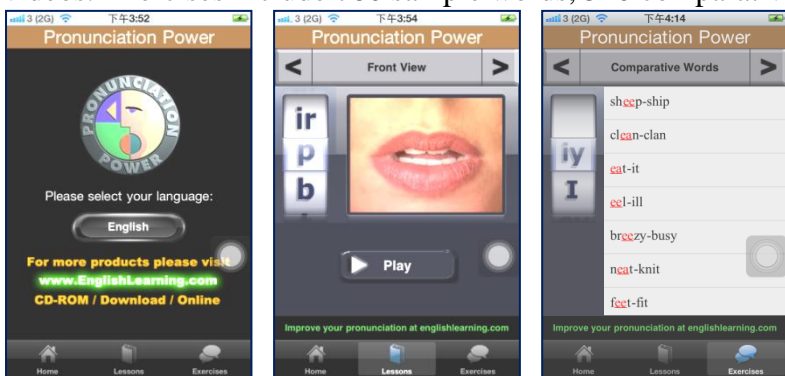
Cambridge Pronunciation: Clear Speech Apps (a charge is required)

It allows you to learn by listening, with four fun games - an interesting way to practise speech, mixing audio and visuals across 400 challenging questions.

Pronunciation apps for the <u>iPhone, iPad, iPod touch and Android OS devices</u>

Sounds - The Pronunciation App

A free and a premium (with a charge) versions are available.   Quizzes, exercises and an interactive phonemic chart with voice recorded in British English are provided.   The premium version allows you to view and listen to over 650 words in the wordlist.

| Free version | Premium version |
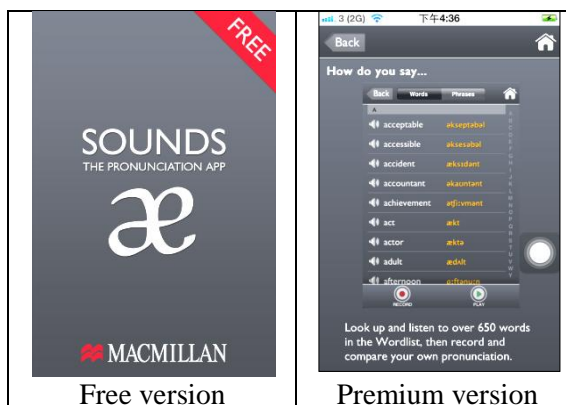
English Pronunciation – Otterwave (a charge is required)
Improve your English pronunciation using our speech recognition enabled software. This app gives you feedback on how to improve your English pronunciation.   More information available at this website.
https://itunes.apple.com/us/app/english-pronunciation-otterwave/id540959652?mt=8

Portfolio

The portfolio accounts for 30% of the assessment of this course.   It includes 2 parts:
- Part I - a record of self-access pronunciation work; and
- Part II - a reflection on the self-access learning process.

Only these 2 parts of the portfolio will be assessed.   The progress of your self-access pronunciation work will not account for assessment purposes.

Part I   Record of self-access pronunciation work

You should submit a learning record of a minimum of 20 hours of self-access work in the ASLLC / library or from other relevant sources on pronunciation improvement.   You can use the softcopy of the record form available on the course website.   The following is a sample for your reference.

Sample Week 1 Learning Record

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours
9 Jan	(1) Phonics is new to me, I want to familiarise with the phonics concepts introduced in class and check how these concepts can help my pronunciation (2) I want to familiarise with different self-access learning means available, then draft a plan on how to make use of the materials to improve my pronunciation	(1) review tutorial tasks X & Y to practise the sounds of the consonant letters (2) visit ASLLC, try the software "Pronunciation Power" for half an hour, then surf the websites for another half an hour (3) Write up a concrete plan for my pronunciation improvement in the next 10 weeks	E-learn platform, discussion group with friends, tutorial handouts, course book and ASLLC.	1.5

Learning record: (e.g. What have you discovered / learnt in this week's work?   What further work do you need to do?   What follow-up work did you do? etc.)

Today (9 Jan) **I discovered** that I had problem with the /r/ & /w/ sounds.   My friends found that I often mixed up /r/ and /w/! e.g. right became white, miracle rip became miracle whip.   I should pay closer attention to my speech when I produce the two sounds. **I found** the BBC website very useful because there are videos to show how to pronounce these 2 sounds! (http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/)

I plan to finish watching all the BBC videos in the next 4 weeks.   I had consulted the ETA at the ASLLC, he gave me some tongue twisters to practise the "r" sound.   **I will** find more tongue twisters from the Internet to practise the difference between /r/ & /w/.

Follow up work and reflection: (15 Jan):

I found a tongue twister on /r/ and /w/ from the englishcafe.com website (http://www.englishcafe.com/blog/terribly-tricky-tongue-twisters-38915) which includes an audio to show the correct way to say the tongue twister – "Ripe white wheat reapers reap ripe white wheat right".   I practised saying this for over 20 times today on the way to IEd and back home. I become more aware of the correct pronunciation of the two sounds now. I will try to be more careful with them in my speech.

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours

Learning record:
Last week I…   This week I ...
I discovered …. / I found... / I learnt that…
I plan to …. / I will ...

Follow-up work and reflection:

Points to Note:

(1) As shown in the example above, you can put more than one entry in each week and add some more lines to indicate your follow-up work and process / progress of learning.

(2) The record must be **specific, clear, and relevant to pronunciation development**.   The following are authentic examples of records that are **too vague / brief or irrelevant to pronunciation work**, and you must **avoid** having your record written in a similar manner.   Records of such poor quality may lead to an overall fail grade for this assessment task.

	Example 1	Example 2	Example 3
	I talked to some native speakers. I listened to their speech and learnt from them. Talking to them helped me to learn their accent.	I have no ideas to improve my word stress. Perhaps I should think of some solutions.	What do I want to achieve this week? To practise pronunciation of the IPA symbols.
P R O B L E M S	Too vague • "some native speakers" – Native speakers from where? Which accent of English did they speak with? • "learnt from them" – Learnt WHAT from them? • "helped me to learn their accent" – Which aspect(s) of which accent? In what ways did it help?	Vague and broad • "to improve my word stress" – Word stress is a broad topic, which aspect(s) of word stress? • "some solutions" – What kind of solutions? What are the planned actions? More specific descriptions of the plan are needed.	Wrong concept • IPA symbols are only written representation of sounds, your goal should relate to accurate / proper pronunciation of SOUNDS, not pronunciation of IPA symbols.

	Example 4	Example 5
	The first exam is coming. I'm still not familiar with IPA. I want to prepare for the exam, and I plan to finish all the self-access exercises on elearn to practice IPA transcription.	
P R O B L E M S	The plan is not relevant to pronunciation practice, therefore is not appropriate for this portfolio.	This record is far too brief and vague. Much more details about pronunciation practice are needed for all the boxes (see the sample on the previous page).

7

Part II   A reflection on the self-access learning process

You should write a reflection on the learning experience and progress of the pronunciation development work.   Choose **ONE** of the following as the focus of your reflection:
i.   Describe 2-3 major learning difficulties you encountered when you did the pronunciation practice, and what you have done (and/or plan to do in the future) to overcome the difficulties.
ii. With reference to your own pronunciation practice experience, make suggestions to your friends who wish to improve their English pronunciation, including effective methods and/or useful materials.
iii. Choose 2-3 materials or strategies you have used in the pronunciation practice, comment on the usefulness and/or appropriateness of the materials / strategies for pronunciation enhancement, and give suggestions on how the materials / strategies can be better utilised.

REMEMBER: This is a reflection on the self-access learning process.   Therefore, for whichever topic you have chosen, the discussions / suggestions should be made based on your own experience in the pronunciation development work you did during the 20+ hours of self-access work.   Wherever appropriate, you should make reference to relevant parts of the learning record included in Part I.   You should also provide concrete examples when you describe difficulties OR process / progress of learning OR give suggestions.

File name and Submission
The portfolio (i.e. the weekly learning record, the reflection on the self-access learning process, and all appendices, if any) should be submitted in *soft copy* to your course lecturer through email.   The file name should be **Phon_Student Name + Student Number** (e.g. Phon_Chan Tai Man 13012345).   You must also submit a pdf file of the portfolio to ensure that all IPA transcriptions are properly shown.

Plagiarism
Plagiarism (the use of others' ideas without acknowledging their sources) is a serious matter.   Assignment which is found to contain evidence of plagiarism will be penalised heavily.   If you want to quote from a book, journal article or the course handout, you must follow the appropriate citation system.

Language
Writing that contains widespread vocabulary and grammatical inaccuracies is in danger of being awarded a failure grade (also see Assessment Criteria listed below). Remember to do *a spell check* and *grammar check* before submission.

Word limit
The word limit of the reflection is **1000 words** (*excluding* the learning record and appendices).   Assignments that exceed the word limit will be penalised.   Include a word count at the end of the reflection.

Appendices
Wherever appropriate, you may include as appendices some artefacts of materials you had used and found useful / not useful to illustrate your points made in the reflection part.

Other points to note:

1. Include a cover sheet, with detailed information of
   - the course title (*ENG1326 Introduction to English Phonetics and Phonology*)
   - your name and student number
   - your group number and course lecturer
   - date of submission
2. State clearly which question you are answering
3. Include page numbers and a word count
4. Make sure you use the correct tense to indicate clear time reference, e.g. past tense should be used when you describe what you did in the 20+ hours of practice, future tense when you describe your plan for further pronunciation work after the completion of this course.
5. Since this is your own reflection, ***active voice*** is more appropriate than ***passive*** when you describe what you did during the 20+ hours or your future plan. The following sentences, for example, sound very odd for a reflection:
   - Difficulties ***are*** normally ***encountered*** when applying the concepts learnt.
   - Sentence rhythm and intonation ***were practised*** in the last 2 weeks and a lot of learning ***was gained***.

Check if all of the items are done properly BEFORE you submit the portfolio. *(Soft copy of the checklist is available on moodle)*

Checklist

The following items are checked ☑ BEFORE submission:

☐ there is a cover sheet, with detailed information of
    ☐ the course title (***ENG1326 Introduction to English Phonetics and Phonology***)
    ☐ my name and student number
    ☐ my group number and course lecturer
    ☐ date of submission
☐ both the learning record and reflection are included
☐ there is clear indication of which question I have answered
☐ the focus of the learning record and reflection is on Pronunciation practice
☐ spelling and grammar are checked
☐ the reflection is word-processed, double-spaced
☐ there are page numbers and a word count at the end of the reflection
☐ there are coherent links between the learning record and the reflection
☐ there is clear reference made between the learning record / reflection and the relevant appendices (if appendices are attached)

Portfolio
Assessment Criteria

	A+, A, A- Distinction	B+, B, B- Good	C+, C Satisfactory	C-, D Bare Pass	F Fail
Learning record	Portfolio includes a complete and clear learning record.	Portfolio includes a complete and clear learning record.	Portfolio includes a complete learning record.	Portfolio includes an incomplete learning record.	No learning record is included in the portfolio.
Writing style & vocabulary	A high level of confidence in language use is evident though L1 characteristics may occasionally be noticeable. A good range of task-specific and / or general vocabulary is accurately and appropriately used.	Confidence in language use is evident but there may be some L1 characteristics. A range of task-specific and/or general vocabulary is accurately and appropriately used, but there are some infrequent lapses in clarity and accuracy.	Confidence in language use is generally evident though L1 characteristics are sometimes obvious. Task-specific and/or general vocabulary is adequately used though may sometimes be inappropriate.	Confidence in language use is not always evident and L1 characteristics are obvious. Task-specific and / or general vocabulary is adequately used though may sometimes be inappropriate. There are frequent lapses and accuracy.	Confidence in language use is not evident and L1 characteristics are obtrusive. A limited range of task-specific and/or general vocabulary is used and may also be inappropriate.
Grammar	Grammatical structures are generally accurate but errors may occasionally occur when more complex structures are attempted. Comprehension is seldom impeded. Some complex structures are attempted.	Grammatical structures are on the whole accurate but errors that do not impede communication may occur. Some complex structures are attempted.	Grammar is adequate though errors may interfere with communication at times and/or are regular. Complex structures are rare or are generally unsuccessfully attempted.	Grammar is barely adequate and errors often interfere with communication. Complex structures are rare or are generally unsuccessfully attempted.	Grammar is weak and communication is often impeded. Complex structures are not evident or are not mastered.
Coherence	The reflection is closely connected with the learning experience described in the learning record.	The reflection is mostly connected with the learning experience described in the learning record.	The reflection is generally connected with the learning experience described in the learning record.	There are some weak connections between the reflection and the learning experience described in the learning record.	There is no connection between the reflection and the learning experience described in the learning record.
Relevance	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	A large part of the reflection is irrelevant to student and/or course learning goals.	Most of the reflection is irrelevant to student and/or course learning goals.
Reflection & Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	Reflection is a little more than barely description of the learning experience.	Reflection does not move beyond description of the learning experience.
Self-criticism	The reflection demonstrates ability to question own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking and learning as a result.	The reflection demonstrates ability to question own biases, stereotypes and preconceptions.	There is some attempt at self-criticism.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	No attempt at self-criticism.

Student name: _____ Student number: _____ Group: _____

Weekly Learning Record

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours

Learning record:

Follow up work and reflection:

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours

Learning record:

Follow up work and reflection:

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours

Learning record:

Follow up work and reflection:

Student name: _____ Student number: _____ Group: _____

Weekly Learning Record

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours
	Learning record: **Follow up work and reflection:**			
	Learning record: **Follow up work and reflection:**			
	Learning record: **Follow up work and reflection:**			

Student name: _____   Student number: _____   Group: _____

Weekly Learning Record

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours
	Learning record: **Follow up work and reflection:**			
	Learning record: **Follow up work and reflection:**			
	Learning record: **Follow up work and reflection:**			

Student name: _____ Student number: _____ Group: _____

Weekly Learning Record

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours
		4		

Learning record:

Follow up work and reflection:

Date	What do I want to achieve this week?	How do I want to work on this?	Resources	No. of hours

Learning record:

Follow up work and reflection:

Total number of hours: [   ]