

**Hong Kong Shue Yan University**  
**Department of English Language & Literature**  
1<sup>st</sup> Semester, 2021-2022

<b>Course Title:</b>	The Sound System of English
<b>Course Code:</b>	ENG 381
<b>Year of Study:</b>	3
<b>Number of Credits:</b>	3
<b>Number of QF Credits:</b>	12
<b>Duration in weeks:</b>	14
<b>Contact Hours per Week:</b>	Lecture (2 Hours), Tutorial (1 Hour)
<b>Pre-requisite(s):</b>	Completion of ENG 160 (Introduction to Linguistics)
<b>Prepared by:</b>	Dr. Josephine Yam

### Course Aims

This course is an in-depth study of the sound system of English. It aims at examining the phonetic and phonological aspects of the English language and consolidating students' phonetic and phonological knowledge acquired in their first year linguistics study. It also introduces the state-of-the-art software and online websites on English pronunciation learning.

### Course Outcomes, Teaching Activities, Assessment and QF Credits

<b>Course Intended Learning Outcomes (CILOs)</b>	
Upon completion of this course students should be able to:	
<b>CILO1</b>	identify the segmental and suprasegmental features of English
<b>CILO2</b>	demonstrate articulate English pronunciation and transcribe with International Phonetic Alphabet (IPA)
<b>CILO3</b>	identify, describe and/or produce different English pronunciation features in natural speech
<b>CILO4</b>	discuss and apply phonological concepts and rules related to English speech
<b>CILO5</b>	make use of English pronunciation software and websites to enhance English pronunciation

<b>Teaching and Learning Activities (TLAs)</b>	
<b>TLA1</b>	Lecture: Exemplification of core issues and concepts with relevant examples; discussion of phonetics and phonological phenomena
<b>TLA2</b>	Tutorial and after class: Practising audiolingual materials
<b>TLA3</b>	In-class Discussion
<b>TLA4</b>	Tutorial: Group Oral Presentation

Assessment Tasks (ATs)		Group	Individual
<b>AT1</b>	<p>In-class Individual Assignments</p> <p>1: In-class listening test – Students are asked to recognise English vowels and consonants in the recordings</p> <p>2: In-class transcription task + syllabification – Students are asked to transcribe some simple English words phonemically and explain the syllabification of the words provided.</p>		10% (5% x 2)
<b>AT2</b>	<p>Group Oral Presentation</p> <p>In groups of 4, students have to show some excerpts (a total of 10 minutes) of natural English speech from some audio-visual materials. They are required to <b>highlight</b> the different features in natural and casual speech of English and <b>explain</b> the phonetic and phonological features found in those excerpts.</p>	20%	
<b>AT3</b>	<p>Individual Term Paper</p> <p>Individual take-home assignment: The essay should be related to the issues discussed in class. The focus should be on the features of English speech or English pronunciation learning.</p> <ul style="list-style-type: none"> <li>➤ The word limit of this paper is 2800-3000 words.</li> <li>➤ The paper should be written in APA style.</li> <li>➤ The deadline of submission is 10 December 2021.</li> <li>➤ A softcopy should be uploaded to Moodle (VeriGuide included in Moodle).</li> </ul>		30%
<b>AT4</b>	Final Examination (Open book)		40%
<b>TOTAL</b>			<b>100%</b>

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks		
Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
<b>CILO1</b>	<b>TLA1,2,3,4</b>	<b>AT1,2,3,4</b>
<b>CILO2</b>	<b>TLA2,3,4</b>	<b>AT1,2,4</b>
<b>CILO3</b>	<b>TLA1,2,3,4</b>	<b>AT1,2,3,4</b>

<b>CILO4</b>	<b>TLA1,2,3,4</b>	<b>AT2,3,4</b>
<b>CILO5</b>	<b>TLA2,3,4</b>	<b>AT1,2,3</b>

### Distribution of Notional Learning Hours/ QF Credits

<b>Activity</b>	<b>Notional Learning Hours (NLHs)</b>
<b>Contact Hours (a)</b>	
Lecture	26
Tutorial	13
Consultation	1
<b>TOTAL:</b>	<b>40</b>
<b>Self-Study Hours (b)</b>	
Reading	24
Practising Oral Materials	10
Preparation for Presentation	10
Term paper	20
In-class Assignments	6
Revision for Examination	10
<b>TOTAL:</b>	<b>80</b>
<b>Total NLHs: (a)+(b)</b>	<b>120</b>
<b>QF Credits: (Total NLHs/10)</b>	<b>12</b>

### Course Outline

#### Week 1: Brief History of the English Sound System

- Language Family
- Origin, Development and Change
- English Varieties

#### Required Readings:

McCrum, R., R. MacNeil and W. Cran. (2002). *The Story of English*. Harmondsworth: Penguin. pp. 1-45.

#### Week 2: Production of Speech Sounds

- Articulatory Mechanism
- Vocal Apparatus
- Place and Manner of Articulation

##### Required Readings:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 8-18.

Clark, J., C. Yallop and J. Fletcher. (2006). *An Introduction to Phonetics and Phonology*. Oxford: Blackwell Publishing. pp. 10-54.

#### Week 3: English Phonemes

- Description and Classification of Consonants
  - o Manner of Articulation
  - o Place of Articulation
- Description and Classification of Vowels
  - o Monophthongs, Diphthongs and Triphthongs
  - o Tongue Height
  - o Parts of Tongue
  - o Tongue Muscle
  - o Lip Roundedness

##### Required Reading:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 19-37.

#### Week 4: IPA Transcription

- IPA
- Phonemic and Phonetic Transcription

##### Required Reading:

Tench, P. (2011). *Transcribing the Sound of English: A Phonetics Workbook for Words and Discourse*. Cambridge: Cambridge University Press. pp. 3-5 and 60-71.

#### Week 5: Phonics

- English Alphabets and English Phonemes
- Phoneme Grapheme Correspondence

##### Required Reading:

Beck, I. L. (2006). *Making Sense of Phonics: The Hows and Whys*. NY: Guildford Press. pp. 1-47.

Week 6: Syllable Structure of English

- Syllable Structure
- Phonotactic Constraints

Required Reading:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 70-80

Week 7: Word Stress

- Nature of Stress
- Stress Assignment

Required Reading:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 93-111.

Week 8: Weak Forms

- Types of Weak Form
- Word, Phrase and Sentential Level

Required Readings:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 112-120.

Mortimer, C. (2008). *Elements of Pronunciation: Intensive Practice for Intermediate and More Advanced Students*. Cambridge: Cambridge University Press. pp. 4-5 and 61-12.

Week 9: Connected Speech

- Assimilation, Elision and Linking

Required Readings:

Ladefoged, P. & K. Johnson. (2015). *A Course in Phonetics*. Stamford: Cengage Learning. pp.115-142.

Mortimer, C. (2008). *Elements of Pronunciation: Intensive Practice for Intermediate and More Advanced Students*. Cambridge: Cambridge University Press. pp. 45-47.

Week 10: Tone

- Description and Analysis of English Tones
- Functions of English Tones

Required Reading:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 156-161.

### Week 11: Intonation and Rhythm

- Description and Analysis of Intonation and Rhythm of English

#### Required Readings:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. pp. 162-170.  
Wells, J. (2006). *English Intonation: An Introduction*. Cambridge: Cambridge University Press. pp. 1-24.

### Week 12: Linguistic Phonetics

- Phonetics of the Community and Individual
- Controlling Articulatory Movements
- Memory for Speech

#### Required Reading:

Ladefoged, P. & K. Johnson. (2015). *A Course in Phonetics*. Stamford: Cengage Learning. pp.277-302.

### Week 13: Computer-assisted Pronunciation Learning

- Pronunciation learning software and websites
- Speech (phonetics) analysis software

#### Required Readings:

Mushangwe, H. (2014). De-foreignizing a Sound: Computer-assisted Pronunciation Practice in Learning a Foreign Language. *Theory and Practice in Language Studies*, Vol. 4, No. 2, pp. 303-312.

Saran, M., G. Seferoglu., & K. Cagiltay. (2009). Mobile Assisted Language Learning: English Pronunciation at Learners' Fingertips. *Eurasian Journal of Educational Research*, 34, 97-114.

BBC Worklife (n.d.) Language Matters - Can Technology Help You Lose an Accent? .  
<http://www.bbc.com/capital/story/20190506-this-technology-could-help-you-lose-your-accent>

#### Tools to be Introduced and Tried Out:

<https://play.google.com/store/apps/details?id=com.macmillan.app.soundsfree>  
<http://wkspeak.en.softonic.com/>  
<https://eyespeak-english.en.uptodown.com/windows>

#### Other Resources:

<http://www.phon.ucl.ac.uk/>  
<http://www.phon.ucl.ac.uk/resource/software.php>  
<http://www.rose-medical.com/pronunciation-coach.html>

### Week 14: Reading Week

## Academic Honesty

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to College officials. Examples of prohibited behavior are:

- Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include:
- Copying or allowing another to copy a test, quiz, paper, or project
- Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
- Turning in written assignments that are not your own work (including homework)
- Plagiarism – the act of representing the work of another as one's own without giving credit.
  - Failing to give credit for ideas and material taken from others
  - Representing another's artistic or scholarly work as one's own
- Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

**To comply with the University's policy, any written work has to be submitted to VeriGuide.**

## Resources

### Primary Reading:

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press. (with the accompanying CDs)

Website of the Book: [http://www.cambridge.org/hk/elt/catalogue/subject/project/item5629545/English-Phonetics-and-Phonology-Product-Home/?site\\_locale=zh\\_HK&currentSubjectID=382387](http://www.cambridge.org/hk/elt/catalogue/subject/project/item5629545/English-Phonetics-and-Phonology-Product-Home/?site_locale=zh_HK&currentSubjectID=382387)

### Supplementary Readings:

Ashby, M. & J. Maidment. (2005). *Introducing Phonetic Science*. Cambridge: Cambridge University Press.

Beck, I. L. (2006). *Making Sense of Phonics: The Hows and Whys*. New York: Guildford Press.

Carr, P. (2013). *English Phonetics and Phonology: An Introduction*. Oxford: Blackwell.

Carley, P. & I. M. Mees. (2020). *American English Phonetics and Pronunciation Practice*. London and New York: Routledge.

Carley, P., I.M. Mees & B. Collins. (2018). *English Phonetics and Pronunciation Practice*. London and New York: Routledge.

Catford, J. C. (2001). *A Practical Introduction to Phonetics*. Oxford: Oxford University Press.

- Celce-Murcia, M. D. M. Brinton & J. M. Goodwin. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge: Cambridge University Press.
- Clark, J., C. Yallop & J. Fletcher. (2006). *An Introduction to Phonetics and Phonology*. Oxford: Blackwell.
- Collins, B. & I. M. Mees. (2013). *Practical Phonetics and Phonology: A Resource Book for Students*. Oxon: Routledge.
- Cruttenden, A. (2001). *Gimson's Pronunciation of English*. London: Edward Arnold.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishing.
- Edwards, H. T. (2002) *Applied Phonetics: The Sounds of American English*. NY: Delmar/Cengage Learning.
- Edwards, H. T. & A. L. Gregg. (2003). *Applied Phonetics Workbook: A Systematic Approach to Phonetic Transcription*. NY: Cengage Learning.
- Gilbert, J. (2006). *Clear Speech*. New York: Cambridge University Press. (Intermediate Level). See also *Teacher resource book*.
- Grant, L. (2007). *Well Said Intro*. Boston: Thomson/Heinle.
- Gunning, T. G. (2000). (illustrated by Norma Kable) *Phonological Awareness and Primary Phonics*. Boston : Allyn and Bacon.
- Heilman, A. W. (2002). *Phonics in Proper Perspective*. Upper Saddle River: Merrill.
- Hewings, M. (2004). *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge: Cambridge University Press.
- International Phonetic Association. (2001). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.
- Johnson, K. (2003). *Acoustic and Auditory Phonetics*. Oxford: Blackwell.
- Jones, D. (2011). *Cambridge English Pronouncing Dictionary*. Cambridge: Cambridge University Press.
- Kelly, G. (2000). *How to Teach Pronunciation*. Harlow: Longman.
- Kreidler, C.W. (2004). *The Pronunciation of English*. Oxford: Blackwell.
- Ladefoged, P. (2004). *Vowels and Consonants*. Malden: Blackwell.
- Ladefoged, P. & K. Johnson. (2015). *A Course in Phonetics*. Stamford: Cengage Learning.



- Lecumberri, M.L. & J.A. Maidment. (2000). *English Transcription Course*. London: Arnold.
- McCracken, M. J. & R. A., McCracken. (2012). *Spelling through Phonics*. Winnipeg: Portage & Main Press.
- McCrum, R., R., MacNeil & W. Cran. (2002). *The Story of English: Revised Edition*. Harmondsworth: Penguin.
- Mortimer, C. (2008). *Elements of Pronunciation: Intensive Practice for Intermediate and More Advanced Students*. Cambridge: Cambridge University Press.
- Roach, P. (2000). *A Little Encyclopedia of Phonetics*.  
<http://www.personal.reading.ac.uk/~llsroach/encyc.pdf>
- Rodgerson-Revell, P. (2011). *English Phonology and Pronunciation Teaching*. London/NY: Continuum.
- Rudder, J. (2010). *The IPA for Language Learning: An Introduction to the International Phonetic Alphabet*. [www.nativlang.com](http://www.nativlang.com)
- Saidi, A. (2017, June 09). *The Importance of Phonetics and Phonology in the Teaching of Pronunciation*. EFL Magazine. <https://www.eflmagazine.com/importance-phonetics-phonology-teaching-pronunciation/>
- Saran, M., G. Seferoglu., & K. Cagiltay. (2009). Mobile Assisted Language Learning: English Pronunciation at Learners' Fingertips. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 34, 97-114.
- Tench, P. (2011). *Transcribing the Sound of English: A Phonetics Workbook for Words and Discourse*. Cambridge: Cambridge University Press.
- Weinstein, N. (2000). *Whaddya say?: Guided practice in relaxed speech*. White Plains: Prentice Hall Regents/Longman/Pearson.
- Wells, J. (2006). *English Intonation: An Introduction*. Cambridge: Cambridge University Press.
- Yava, M. (2006). *Applies English Phonology*. Oxford: Blackwell.
- Zsiga, E. (2013). *The Sounds of Language: An Introduction to Phonetics and Phonology*. Malden: Blackwell.

### Term Paper Assessment Rubric

	Exemplary	Satisfactory	Developing/ Emerging	Unsatisfactory
<b>Focus</b>	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.

Weight for this criterion: 20% of total score	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.
<b>Organization</b>  Weight for this criterion: 20% of total score	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.
<b>Support/ Elaboration</b>  Weight for this criterion: 30% of total score	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.
<b>Style</b>  Weight for this criterion: 10% of total score	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.
<b>Conventions</b>  Weight for this criterion: 10% of total score	Demonstrates a sophisticated use of the prescribed format (APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (APA), including title page, pagination, and citations.

	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
<b>Information Literacy</b>  Weight for this criterion: 10% of total score	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

## Oral Presentation Assessment Rubric

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
<b>Communication Skills</b>  Weight for this criterion: 30% of total score	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.
Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory

<b>Content and Coherence</b>  Weight for this criterion: 60% of total score	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>	<b>Unsatisfactory</b>
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>	<b>Unsatisfactory</b>
	Demonstrates exceptional use of supporting details/evidence.	Demonstrates sufficient use of supporting details/evidence.	Demonstrates insufficient supporting details/evidence.	Demonstrates no supporting details/evidence.
<b>Criteria</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>	<b>Unsatisfactory</b>
<b>Response to questions</b>  Weight for this criterion: 10% of total score	Accurately responds to questions and comments and provides extra examples for illustration.	Accurately responds to questions and comments but does not provide further illustration.	Indirectly responds to questions and comments and does not provide further illustration.	Does not provide relevant response to questions and comments.

**NOTE:**

Do not plagiarise! "ZERO" mark will be given to any plagiarised assignments.

To avoid plagiarising, think carefully, write in your words and always acknowledge your source of information. Please refer to the APA file for more information on format and referencing of your writing.