

Department of English
The Chinese University of Hong Kong
ENGE 2510: English Phonetics and Phonology
英語語音學及音系學
Term 2, 2026-2027

Course description:

This course introduces students to basic concepts in phonetics, the scientific study of speech, and in phonology, the study of sound patterns in various human languages, with principal emphasis on the English language. Students will gain an understanding of the articulatory mechanisms for producing consonants, vowels, as well as stress and intonation. They will be introduced to the International Phonetic Alphabet, and sounds from a variety of languages as well as varieties of English. In the phonology part of the course, students will analyze the patterns governing the distribution of sounds in different languages as well as varieties of English. Students will learn to use various technology (e.g., a course website, acoustic software analysis programmes) to analyze real language data. A major aim of this course is to enable students to transcribe English words and utterances, and to develop an appreciation of the diversity and systematicity of sound structure in human language and particularly, across varieties of English worldwide.

Learning outcomes:

By the end of the course, students should be able to:

- Understand the segmental aspects of English and apply the principles of the description and classification of speech sounds to English consonants and vowels;
- Understand the role, use, and symbols of the International Phonetic Alphabet (IPA) and apply the IPA to the transcription of English words;
- Understand the suprasegmental aspects of English, such as English stress, rhythm, and tone patterns, and apply these aspects to the transcription of English words, phrases, and sentences;
- Understand the differences between phonetics and phonology and explain basic phonological concepts;
- Apply their understanding of basic phonological concepts to the development and analysis of different varieties of English;
- To use technology, including the course website as well as acoustic analysis tools, to analyze authentic language data;
- To work in teams to collect, analyze, and disseminate findings from research using real language data;
- To understand differences in varieties of English worldwide and to be able to demonstrate these differences through the analysis of their own English speech data;
- To understand differences in the phonetics and phonologies of different varieties of English.

Learning activities:

A variety of learning activities will be employed in this course. Lectures will be a combination of presentation of course content, interactive tasks (individual, pair, or group) and hands-on learning activities, and discussions. Tutorials are interactive, and initially focus on listening and recognition activities to practice course content, and then move to acoustic analysis and transcription activities for English words, phrases, and sentences, to enable students to apply and demonstrate knowledge of English phonological rules. Audio and video files are employed in both lectures and tutorials to illustrate various sounds. Out-of-class learning activities include homework assignments and tutorial exercises as well as web-based learning activities and discussions accessible via Blackboard Learn (see above under e-Learning).

Lecture	Interactive tutorial	Discussion	Reading/Revising	Preparing assignments/ examinations/ tutorial activities
In class	In class	Out class	Out class	Out class
2 hrs	1 hr	1 hr	2 hrs	3 hrs
M	M	O	O	O

M = Mandatory O = Optional (but highly recommended)

The website developed by professor Jette G. Hansen Edwards -- English Accents Worldwide -- will be used throughout the course to discuss differences in vowel inventories and consonant productions across varieties of

English, as well as Kahoot!, Mentimeter, and Padlet for sharing and discussing sound files, tasks, and oral presentations.

Teaching modes:

On-site face-to-face	Percentage of time
Lectures (no hybrid mode)	70%
Interactive tutorial (no hybrid mode)	30%

Assessment:

The main goal of this course is to enable the students to apply the knowledge they have obtained about English phonetics and phonology to the analysis of real speech, and to demonstrate this understanding through a variety of both oral and written tasks. The focus of all the assessments in this course is an analysis of students' own English pronunciation, based on a number of smaller tasks leading to the final project. Many of these smaller tasks will be completed with guidance from both the teacher and the TA during lectures and tutorials. It is therefore crucial that students attend all the lectures and tutorials and that they come to both on time and be prepared.

Class attendance and participation:	15%
Task 1 Oral Presentation	20%
Task 2 Oral Presentation	20%
Final Project	45%

Class attendance and participation:

Participation is more than just showing up for class (though that is crucial) – it means to verbally contribute to class (lecture, tutorial, and online) discussion, exercises, and activities in a constructive and active manner. Please refer to the Department's Guidelines for absences and late assignments.

Task 1:

Task 1 is an analysis of the vowels and rhoticity from a word list/sentence reading task. Students will transcribe their own pronunciations of the relevant words and use Praat to further analyze the vowels and rhoticity, including creating a vowel chart of their own vowel phonemes. They are encouraged to work in pairs or groups to compare their vowel and rhoticity pronunciations with those of their teammates. They will need to include their transcription, vowel chart, and the similarities and differences they observe between their own vowel and rhoticity productions and those of their teammates in a brief oral PPT presentation, in light of the lecture information. The PPT and all speech files used in the task must be submitted electronically on the date of the presentation.

Task 2:

Task 2 is an analysis of students' own pronunciation of selected consonant sounds (for example TH fronting, flapping, glottal stopping, dark /l/) based on their pronunciation of the relevant words in word list/sentence and reading passage. As with Task 1, they will transcribe their own pronunciation of the relevant words and use Praat to analyze the data. They will work in pairs or groups to discuss their own pronunciation together with those of their teammates and include the transcription and discussion in a brief oral PPT presentation in light of the lecture information. The PPT must be submitted electronically on the date of the presentation along with all the speech files used in the task.

Final project:

The goal of ENGE 2510 is to enable students to apply what they have learned in class to real language analysis and description. To achieve this, students will record and analyze their own speech by reading a word and sentence list as well as reading passages. Workshops will be provided during lectures and tutorials to help students prepare for the final project. Students will have opportunities to work on the final project during the tutorial sessions as well as additional 'open lab' hours supervised by the TAs.

All late projects will be penalized 1 point for each day late.

Course Grade Descriptors:

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work

completely misses the point.

Course syllabus and tentative course schedule:

Week/ Date	Topic	Concepts	Reading	Task/Assign- ment/Tutorial
1. January 15	Introduction to the course	The course syllabus is presented, and an overview of the course is given. A description of how to record your speech samples is given.		No tutorial
2. January 22	English accents	The concept of <i>accent</i> in relation to dialects and varieties of English is discussed.	Chapter 1	Recording task 1 using Praat or Audacity
3. January 29	History of the English Language	An overview of the history of the English language is presented, with a particular focus on the evolution of English and the emergence of World Englishes.	Chapter 2	Chapter 2 exercises
<i>No classes February 5 for Lunar New Year</i>				
4. February 12	English Vowels	The English vowels and variation in vowel inventories across varieties of English is introduced. The basics of vowels are presented, with a focus on both articulation as well as the acoustic analysis of vowel formants.	Chapter 3	Finding formant values in vowels; Plotting monophthong vowels using Bark Scale; Chapter 3 exercises; Task 1 assigned
5. February 19	English Vowels	The English vowels and variation in vowel inventories across varieties of English is introduced. An overview of varieties of English vowels is provided.	Chapter 3	Plotting diphthongs; Task 1 recordings due; Task 1 workshopping; Chapter 3 exercises
6. February 26	Phonemes, Phones, Allophones	The concepts of phoneme, phone, and allophone in this chapter are discussed. This sets the stage for exploring the concept of phonology through vowel variation within varieties of English and phonological rules that govern this variation.	Chapter 3	Analyzing vowel inventories; Task 1 workshopping; Chapter 3 exercises;
7. March 5	Rhoticity	Defining and measuring rhoticity, particularly in terms of formants, are discussed. A detailed overview of both historical and current patterns of rhoticity in varieties of English is then presented.	Chapter 4	Formant values for rhoticity; Chapter 4 exercises; Individual meetings as necessary
<i>No classes March 12 for Reading Week</i>				
8. March 19	English Consonants	An introduction to English consonants by place and manner of articulation and voicing is presented.	Chapter 5	Task 1 Oral Presentations
<i>No classes March 26 for Easter Holidays</i>				

9. April 2	English Consonants	English consonant phonemes and allophonic variation across varieties of English is presented.	Chapter 5	Chapter 5 exercises; Task 2 assigned
10. April 9	English Syllable Structure	The concept of the syllable, including onset, nucleus, and coda in syllables is reviewed. Students are introduced to English syllable structure rules.	Chapter 6	Task 2 recordings due; Task 2 workshopping; Chapter 6 exercises; Individual meetings as necessary
11. April 16	English Syllable Structure; English Stress and Rhythm	The concept of weak versus a strong syllable is presented. Students learn strong-weak syllable rules for English.	Chapter 6, 7	Task 2 Oral Presentations; Final project assigned
12. April 23	English Stress and Rhythm	Rules of English word stress and their connection to weak and strong syllables are presented. Rhythm and stress in varieties of English is introduced.	Chapter 7	Final project recordings due; Final projects workshopping; Chapter 7 exercises
13. April 30	English Intonation, Uptalk, and Vocal Fry	Intonation is defined both articulatorily and acoustically, with a focus on the relationship among pitch, tone, and intonation. The intonation and pitch accent patterns from different varieties of English are then discussed. Uptalk and vocal fry are also examined.	Chapter 8	Final project workshopping, Chapter 8 exercises; Individual meetings as necessary

Final projects are due: **Friday May 14 at 5pm**. Students must submit a softcopy both to Veriguide as well as in EMAIL format to the teacher by 5pm on the 14th to receive full credit for the project. All sound files used in the final project must be submitted electronically to a designated Shared Drive folder by 5pm on May 14th.

Required materials:

You are not required to purchase any materials for this class. All the texts and supplementary materials will be made available through Padlet, Kahoot!, Mentimeter, and Blackboard. You are highly encouraged to bring a smartphone or other device (computer or iPad are particularly encouraged) to both the lecture and tutorials and to enable you to access materials during class.

- Hansen Edwards, J. G. (2023). The Sounds of English around the World: An Introduction to English Phonetics and Phonology. Cambridge University Press.
- Speech files for Hansen Edwards, J. G. (2023). The Sounds of English around the World: An Introduction to English Phonetics and Phonology. Cambridge University Press.
- Audacity software (free download at: <https://www.audacityteam.org/download/>)
- Praat software (free download at: <https://www.fon.hum.uva.nl/praat/>)
- English Accents Worldwide (accessible at: <https://www.eng.cuhk.edu.hk/ENGE-EAWW/index.html>)
- Padlet (access given during class)
- Kahoot! (access given during class)
- Mentimeter (access given during class)

Recommended Readings & Learning Resources

Available online or via the CUHK Library. Helpful websites will be posted on a weekly basis on Blackboard.

- Roach, J. (2009). English phonetics and phonology: A practical course, 4th edition. Cambridge University Press.

- Ladefoged, P., & Johnson, K. (2015). A Course in Phonetics, 7th edition. Cengage Learning.
- Cruttenden, A. (2014). Gimson's pronunciation of English, 8th edition. Routledge.
- Crystal, D. (2008). A dictionary of linguistics & phonetics, 6th edition. Blackwell.

Feedback for Evaluation:

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials for ENGE 2510. This information is highly valued and is used to revise teaching methods, tasks, and content. During the term, students are also strongly encouraged to provide feedback on the course via email or meetings with the professor or tutors.

Contact details for teacher(s) or TA(s):

Professor/Lecturer/Instructor:	
Name:	Dr. HONG Yitian
Office Location:	
Email:	yitianhong@cuhk.edu.hk
Teaching Venue:	

Teaching Assistant/Tutor:	
Name:	
Office Location:	
Email:	
Teaching Venue:	
Other information:	

Details of course website:

Blackboard Ultra will be used for (1) dissemination of course materials including the course textbook and audio files, discussion questions, weblinks, and additional materials, (2) class discussion, (3) Q & A, and (4) course announcements. Students can access Blackboard Learn at: <https://elearn.cuhk.edu.hk/>

Padlet, Mentimeter, and Kahoot! will also be used during lectures and tutorials. Access will be shared during lectures as relevant.

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

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Use of Artificial Intelligence (AI) tools in teaching, learning and assessments:

This course adopts Approach 2: Use of AI tools is allowed for specific in-class assignments and exercises, as directed by the teacher. Students may not use AI tools for their course assignments (Task 1, Task 2 and Final Project) as these projects require original research and analysis.

As relevant, the teacher will inform students of which AI tools are allowed for certain tasks. Please note the following guidelines from CLEAR (<https://clear.cuhk.edu.hk/>) on the use of AI under Approach 2:

Approach 2 – Use only with prior permission

If teachers find it appropriate for students to use AI tools in some scenarios or some learning activities and / or assessments but not in others, students should be clearly informed of (1) which AI tools are allowed; (2) when, how and why these tools can / cannot be used; and (3) how the tools should be cited and acknowledged. Students should be helped to understand the appropriate uses of these tools and the limits of such usage.

Use of some AI tools is allowed.

Students may use some AI tools in some learning activities and/or assessments on the following conditions:

1. The AI tools to be used are restricted to the following tools: TBD;
2. The specified AI tools will only be allowed for the following types of learning activities: TBD
3. Collaboration of AI tools is only allowed for the following purposes/tasks: TBD;
4. The input contributed by the AI tools are properly acknowledged and cited; and
5. The input together with the prompts used to elicit the AI responses should be highlighted or included as appendices wherever appropriate.

In case of queries, students should seek advice from the course teacher.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was

created by it.

- i. An example of acknowledgement

I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool/language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.