EN3571: ADVANCED ENGLISH PHONETICS AND PHONOLOGY

Effective Term
Semester A 2023/24

Part I Course Overview

Course Title
Advanced English Phonetics and Phonology

Subject Code
EN - English
Course Number
3571

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

The course aims at providing students with an understanding of the phonological organization of English and how pronunciation contributes to communication. Students will develop the ability to apply their knowledge of phonetics and phonology to analyze their own pronunciation of English as well as the English pronunciation of other ESL learners.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover the phonological organization of English;		x	x	
2	Identify the production and characteristics of English speech sounds;		x	x	
3	Apply their knowledge of phonetics and phonology to the transcription of English speech sounds;		x	x	
4	Discover how pronunciation contributes to communication;		x	x	x
5	Reflect on their own English pronunciation and the English pronunciation of other ESL learners;		x	x	x
6	Explore the problems of English pronunciation encountered by ESL learners.		x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Reading the course book and supplementary reading materials The textbook and supplementary reading materials contain information related to ALL the topics dealt with in the course. Students are encouraged to have completed the reading assignment of the week before class and to discover the relevant phonetic and phonological theories in class.	1, 2, 3, 4, 5, 6	
2		Interactive Lecturing In the lectures, the theoretical content of the syllabus will be covered and key concepts in English phonetics and phonology will be examined. Students will be given opportunities to interact with the lecturer to discover the basic organizational principles of English phonology, to discover how pronunciation contributes to communication, and to explore the English pronunciation problems encountered by ESL learners.	1, 2, 3, 4, 5, 6	

3		In-Class Activities	1, 2, 3, 4, 5, 6	
		In-class activities, such as ear-training exercises, transcription exercises, problem-solving activities, research-based activities and discussions will be given to students for clarification of the theoretical concepts identified in the interactive lectures. Students will apply their knowledge of English phonetics and phonology to their learning of English pronunciation as well as the learning of English pronunciation by other ESL speakers.		

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	In-class Tests TWO in-class tests will be designed to help students revise and learn the concepts covered in the course. Their performance in the test will be assessed individually according to how well they are able to (a) identify, describe and transcribe the basic speech sounds of English using appropriate metalanguage and notations; (b) discover the phonological organization of English; (c) generate theories on the ways in which pronunciation contributes to communication. Students are encouraged to do continual revision throughout the course.	1, 2, 3, 4	60	30% each
2	Individual Essay Assignment One individual essay assignment will be given to students to assess their ability to apply their knowledge of phonetics and phonology to the analysis of their own English pronunciation as well as the English pronunciation of other ESL learners.	5, 6	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task
1. In-class Tests

Criterion
Analysis

Excellent (A+, A, A-)
Students demonstrate excellent skills in analyzing the phonological systems of English.

Good (B+, B, B-)
Students demonstrate good skills in analyzing the phonological systems of English.

Fair (C+, C, C-)
Students demonstrate adequate skills in analyzing the phonological systems of English.

Marginal (D)
Students demonstrate very limited skills in analyzing the phonological systems of English.

Failure (F)
Students cannot demonstrate skills in analyzing the phonological systems of English.

Assessment Task
2.Individual Assignment

Criterion
Analysis, Interpretation, Content, Organization, Language

Excellent (A+, A, A-)
Students demonstrate excellent skills in applying their knowledge of phonetics and phonology to the description of the phonological organization of English, the identification and transcription of basic English speech sounds, and the analysis of English pronunciation problems encountered by ESL learners. T

They also consistently maintain a high degree of grammatical accuracy in giving explanations

Good (B+, B, B-)
Students demonstrate good skills in applying their knowledge of phonetics and phonology to the description of the phonological organization of English, the identification and transcription of basic English speech sounds, and the analysis of English pronunciation problems encountered by ESL learners.

They also show a relatively high degree of grammatical control in giving explanations

Fair (C+, C, C-)
Students demonstrate adequate skills in applying their knowledge of phonetics and phonology to the description of the phonological organization of English, the identification and transcription of basic English speech sounds, and the analysis of English pronunciation problems encountered by ESL learners.

They also communicate with reasonable accuracy in giving explanations.

Marginal (D)
Students demonstrate very limited skills in applying their knowledge of phonetics and phonology to the description of the phonological organization of English, the identification and transcription of basic English speech sounds, and the analysis of English pronunciation problems encountered by ESL learners.

They also use simple structures correctly in giving explanations.

Failure (F)

Students cannot demonstrate skills in applying their knowledge of phonetics and phonology to the description of the phonological organization of English, the identification and transcription of basic English speech sounds, and the analysis of English pronunciation problems encountered by ESL learners.

They also show only limited control of a few simple grammatical structures and sentence patterns in giving explanations

Part III Other Information

Keyword Syllabus

English phonetics and phonology
English long vowels, diphthongs and triphthongs
English consonants (plosives, fricatives, affricates, nasals, lateral and approximants)
The phoneme and the syllable
Strong and weak syllables
Word stress and weak forms
Aspects of connected speech (assimilation, elision, linking)
Rhythm and intonation
Words and spellings
Problems of ESL speakers learning English pronunciation

Reading List

Compulsory Readings

	Title
1	Roach, P. (2000). English phonetics and phonology: a practical course. (3rd edition). Cambridge: Cambridge University Press.

Additional Readings

	Title
1	Bolton, K. (Ed.) (2002). Hong Kong English: autonomy and creativity. Hong Kong: Hong Kong University Press.
2	Bolton, K., and Kwok, H. (1990). The dynamics of the Hong Kong accent: social identity and sociolinguistic description. Journal of Asian Pacific Communication, 1.1: 147-172.
3	Chan, A.Y.W. (2006). Cantonese ESL learners' pronunciation of English final consonants. Language, Culture and Curriculum, 19.3: 296-313.
4	Chan, A.Y.W. (2006). Strategies used by Cantonese speakers in pronouncing English initial consonant clusters: insights into the interlanguage phonology of Cantonese ESL learners in Hong Kong. International Review of Applied Linguistics in Language Teaching, 44: 331-355.
5	Chan, A.Y.W. (2007). The acquisition of English word-final consonants by Cantonese ESL learners in Hong Kong. The Canadian Journal of Linguistics, 52.3: 231-253.
6	Chan, A.Y.W. (2010). An investigation into Cantonese ESL learners' acquisition of English initial consonant clusters. Linguistics.
7	Chan, A.Y.W., and 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.
8	Deterding, D. (2006). The pronunciation of English by speakers from China. English World-Wide, 27.2: 175-198.
9	Deterding, D., Wong, J., and Kirkpatrick, A. (2008). The pronunciation of Hong Kong English. English World-Wide, 29.2.: 148-175.

10	Gimson, A.C. (1989). An introduction to the pronunciation of English. England: ELBS.
11	Hung, T.T.N. (1993). The role of phonology in the teaching of pronunciation to bilingual students. Language, Culture and Curriculum, 6: 249‐256.
12	Hung, T.T.N. (2000). Towards a phonology of Hong Kong English. World Englishes,19.3: 337‐356.
13	Hung, T.T.N. (2002). Languages in contact: Hong Kong English phonology and the influence of Cantonese. In A. Kirkpatrick (Ed.), Englishes in Asia: communication, identity, power and education, pp. 191‐200. Melbourne: Language Australia.
14	Jenkins, J. (2000). The phonology of English as an international language: new models, new norms, new goals. Oxford: Oxford University Press.
15	Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. Applied Linguistics, 23: 83-103.
16	Jones, I. (1979). Some cultural and linguistic considerations affecting the learning of English by Chinese children in Britain. English Language Teaching Journal, 34.1, 55-61.
17	Kenworthy, J. (1987). Teaching English pronunciation. London: Longman.
18	Ladefoged, P. (2006). A course in phonetics. Boston: Thomson Wadsworth.
19	Rogerson, P., and Gilbert J. B. (1990). Speaking clearly. Cambridge: Cambridge University Press.
20	Sewell, A. (2009). World Englishes, English as a Lingua Franca and the case of Hong Kong English. English Today 97, 25.1: 37-43.