

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2016 /17**

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**Part I Course Overview**

Advanced English Phonetics and Phonology

**Course Title:**

EN3571

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B3

**Level:**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**

*(for GE courses only)*

English

**Medium of Instruction:**

English

**Medium of Assessment:**

Nil

**Prerequisites:**

*(Course Code and Title)*

Nil

**Precursors:**

*(Course Code and Title)*

Nil

**Equivalent Courses:**

*(Course Code and Title)*

Nil

**Exclusive Courses:**

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

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.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discover the phonological organization of English;		√	√	
2.	Identify the production and characteristics of English speech sounds;		√	√	
3.	Apply their knowledge of phonetics and phonology to the transcription of English speech sounds;		√	√	
4.	Discover how pronunciation contributes to communication;		√	√	√
5.	Reflect on their own English pronunciation and the English pronunciation of other ESL learners;		√	√	√
6.	Explore the problems of English pronunciation encountered by ESL learners.		√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

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.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1.	<p><b>Reading the course book and supplementary reading materials</b></p> <p>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.</p>	√	√	√	√	√	√	
2.	<p><b>Interactive Lecturing</b></p> <p>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.</p>	√	√	√	√	√	√	
3.	<p><b>In-Class Activities</b></p> <p>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.</p>	√	√	√	√	√	√	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks	
	1	2	3	4	5	6			
Continuous Assessment: <u>60</u> %									
<p><b>In-class Test</b></p> <p>ONE in-class test 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</p> <p>(a) identify, describe and transcribe the basic speech sounds of English using appropriate metalanguage and notations;</p> <p>(b) discover the phonological organization of English;</p> <p>(c) generate theories on the ways in which pronunciation contributes to communication.</p> <p>Students are encouraged to do continual revision throughout the course.</p>	√	√	√	√					
<p><b>Individual Essay Assignment</b></p> <p>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.</p>					√	√			
Examination: <u>40</u> % (duration: 2 hours , if applicable)									
* The weightings should add up to 100%.							100%		

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class Test	Analysis	Students demonstrate excellent skills in analyzing the phonological systems of English.	Students demonstrate good skills in analyzing the phonological systems of English.	Students demonstrate adequate skills in analyzing the phonological systems of English.	Students demonstrate very limited skills in analyzing the phonological systems of English.	Students cannot demonstrate skills in analyzing the phonological systems of English.
2. Individual Assignment	Analysis, Interpretation, Content, Organization, Language	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.  They also consistently maintain a high	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	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	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.	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

		degree of grammatical accuracy in giving explanations	grammatical control in giving explanations	in giving explanations.		grammatical structures and sentence patterns in giving explanations
3. Examination	Analysis	Students demonstrate excellent skills in analyzing the phonological systems of English.	Students demonstrate good skills in analyzing the phonological systems of English.	Students demonstrate adequate skills in analyzing the phonological systems of English.	Students demonstrate very limited skills in analyzing the phonological systems of English.	Students cannot demonstrate skills in analyzing the phonological systems of English.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

**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

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Roach, P. (2000). <i>English phonetics and phonology: a practical course</i> . (3 <sup>rd</sup> edition). Cambridge: Cambridge University Press.
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**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Bolton, K. (Ed.) (2002). <i>Hong Kong English: autonomy and creativity</i> . 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. <i>Journal of Asian Pacific Communication</i> , 1.1: 147-172.
3.	Chan, A.Y.W. (2006). Cantonese ESL learners' pronunciation of English final consonants. <i>Language, Culture and Curriculum</i> , 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. <i>International Review of Applied Linguistics in Language Teaching</i> , 44: 331-355.
5.	Chan, A.Y.W. (2007). The acquisition of English word-final consonants by Cantonese ESL learners in Hong Kong. <i>The Canadian Journal of Linguistics</i> , 52.3: 231-253.
6.	Chan, A.Y.W. (2010). An investigation into Cantonese ESL learners' acquisition of English initial consonant clusters. <i>Linguistics</i> .
7.	Chan, A.Y.W., and Li, D.C.S. (2000). English and Cantonese phonology in contrast: explaining Cantonese ESL learners' English pronunciation problems. <i>Language, Culture and Curriculum</i> , 13.1: 67-85.

8.	Deterding, D. (2006). The pronunciation of English by speakers from China. <i>English World-Wide</i> , 27.2: 175-198.
9.	Deterding, D., Wong, J., and Kirkpatrick, A. (2008). The pronunciation of Hong Kong English. <i>English World-Wide</i> , 29.2.: 148-175.
10.	Gimson, A.C. (1989). <i>An introduction to the pronunciation of English</i> . England: ELBS.
11.	Hung, T.T.N. (1993). The role of phonology in the teaching of pronunciation to bilingual students. <i>Language, Culture and Curriculum</i> , 6: 249-256.
12.	Hung, T.T.N. (2000). Towards a phonology of Hong Kong English. <i>World Englishes</i> , 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.), <i>Englishes in Asia: communication, identity, power and education</i> , pp. 191- 200. Melbourne: Language Australia.
14.	Jenkins, J. (2000). <i>The phonology of English as an international language: new models, new norms, new goals</i> . Oxford: Oxford University Press.
15.	Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. <i>Applied Linguistics</i> , 23: 83-103.
16.	Jones, I. (1979). Some cultural and linguistic considerations affecting the learning of English by Chinese children in Britain. <i>English Language Teaching Journal</i> , 34.1, 55-61.
17.	Kenworthy, J. (1987). <i>Teaching English pronunciation</i> . London: Longman.
18.	Ladefoged, P. (2006). <i>A course in phonetics</i> . Boston: Thomson Wadsworth.
19.	Rogerson, P., and Gilbert J. B. (1990). <i>Speaking clearly</i> . Cambridge: Cambridge University Press.
20.	Sewell, A. (2009). World Englishes, English as a Lingua Franca and the case of Hong Kong English. <i>English Today</i> 97, 25.1: 37-43.