

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester B 2013/2014**

This form is for completion by the Course Co-ordinator/Examiner. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

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**Part I**

Course Title:	English Phonetics and Phonology
Course Code:	EN5464
Course Duration:	1 semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

**Part II**

**1. Course Aims:**

This course aims to provide participants with the theories and concepts they need to analyze and develop their own and other learners' pronunciation of English. Participants will discover ways to apply their knowledge of phonology to critical reflection on pedagogical issues, principles, and techniques and to the generation of ways to increase awareness of, and concern for, the intelligibility of spoken English. Through classroom and out-of-class activities carried out alone or with partners, participants will develop the ability to communicate with other scholars and teachers about pronunciation issues and to analyze phonology in authentic

spoken language data from native and non-native speakers using essential concepts in phonology and notation systems in the field.

## 2. Course Intended Learning Outcomes (CILOs)

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

No.	CILOs
1.	Identify the essential phonological concepts needed for language analysis.
2.	Describe the basic organizational principles of English phonology using appropriate meta-language and IPA transcription symbols.
3.	Analyze how the different elements of English pronunciation function in native and non-native speech, and where they may diverge.
4.	Apply the knowledge of English phonology to the analysis of authentic native and non-native spoken English texts.
5.	Relate the concepts of English phonology to the teaching and learning of English pronunciation in different environments.

## 3. Teaching and Learning Activities (TLAs)

*(designed to facilitate students' achievement of the CILOs)*

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No.	TLAs	Hours/week (if applicable)
CILOs 1 – 5	<p><b>Interactive lecture, using web-based resources and in-class awareness-raising and reflective activities</b></p> <p>The focus of all resources and activities is on the discovery of essential phonological concepts, description of the fundamental organizational principles of English phonology, analysis of the functions of the different elements of English pronunciation, and application of the acquired knowledge of phonology to language teaching. Participants will be given course notes and material to prepare before class so they will be ready to respond to the professor's questions. In-class activities include work in groups and pronunciation and transcription exercises which can be complemented by accessing the teaching materials from home for further practice or revision.</p>	3 hours/week
CILOs 1 – 5	<p><b>Completing graded assignments</b></p> <p>Students will complete in-class quizzes, a group assignment, and a final paper. These gradually increase in challenge, complexity, and the knowledge/understanding required for their completion, beginning with learning basic terminology and IPA symbols and transcribing isolated word forms; then moving on to more complex transcription involving connected speech and higher-level knowledge and understanding of conceptual and factual content; followed by analysis of phonology in discourse contexts and design of pronunciation lessons for specific non-native speaker groups.</p>	3 hours/week

#### 4. Assessment Tasks/Activities

*(designed to assess how well the students achieve the CILOs)*

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	Type of assessment tasks/activities	Weighting	Remarks
1 – 2	<b>Participation in class discussion, transcription, analysis, and group activities</b> Students are assessed according to how actively they contribute to class discussions and activities.	20%	Individual and interactive work; assessed individually
CILOs 1 – 2	<b>Transcribing isolated word forms</b> Students' understanding of how to transcribe basic isolated word forms in English is tested, using IPA symbols, as well as their knowledge of the terms used to describe place and manner of articulation, providing the basis for all further work in phonetics and phonology.	20%	Individual work; assessed individually
CILOs 1 – 3	<b>Demonstrating knowledge of phonological concepts</b> Students are tested on their knowledge of the concepts of phonetics and phonology covered in the course.	20%	Individual work; assessed individually
5	<b>Preparing pronunciation teaching materials</b> Students will design a pronunciation lesson or sequence of lessons for teaching some aspect(s) of English phonology to a learner group of their choice. The choice will need to be justified in terms of importance and learner needs.	20%	Group work; assessed by a group grade
CILOs 3– 5	<b>Phonological analysis</b> Students complete a phonological analysis of authentic English language spoken language data, with recommendations as to how the data analyzed could be used to help a language learner to improve in English pronunciation.	20%	Individual work; assessed individually

**5. Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

**Part III**

**Keyword Syllabus:**

- consonants and vowels
- phonemic transcription, IPA
- reference accents, varieties of English
- connected speech, stress and intonation
- diagnosis of learner problems
- pronunciation teaching

**Course Materials:**

Course materials will be provided to the students in the way of weekly notes and interactive web-based activities.

**Recommended Readings & Further Resources:**

Carr, Philip (2013). *English Phonetics and Phonology: An Introduction*. Second Edition. Malden, MA: Wiley-Blackwell.

Celce-Murcia, Marianne, Brinton, Donna M., and Goodwin, Janet M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Second Edition. New York: Cambridge University Press.

George Mason University. Speech Accent Archive. <accent.gmu.edu>

Pennington, Martha C. (1996). *Phonology in English Language Teaching: An International Approach*. London: Addison-Wesley Longman.

**Returned by:**

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Date: 1 January 2014