

EN3571: ADVANCED ENGLISH PHONETICS AND PHONOLOGY

Effective Term
Semester A 2024/25

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. 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	Describe the phonological organization of English;		x	x	x
2	Identify the production and characteristics of English speech sounds;		x	x	x
3	Apply their knowledge of phonetics and phonology to the transcription of English words and sentences;		x	x	x
4	Analyze their own English pronunciation and the English pronunciation of other ESL learners;		x	x	x
5	Analyze 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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading the course book and supplementary reading materials	Students will complete the reading assignments of the course to discover the relevant phonetics and phonological theories in class.	1, 2, 3, 4, 5	

2	Interactive Lecturing	Students will engage in interactive lectures to acquire relevant knowledge of English phonetics and phonology. Students will 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	
3	In-Class Activities	Students will engage in in-class activities, such as ear-training exercises, transcription exercises, problem-solving activities, and research-based activities. Students will engage in discussions related to 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 to the learning of English pronunciation by other ESL speakers.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 In-class Tests Students will complete two in-class tests. Their performance in the test will be assessed individually according to how well they are able to (a) identify and describe the basic speech sounds of English using appropriate metalanguage and notations; (b) apply their knowledge of English phonetics and phonology to the transcription of English words and sentences. Students need to do continual revision throughout the course.	1, 2, 3	60	30% each
2 Individual Essay Assignment Students will work on an individual essay assignment to apply their knowledge of English phonetics and phonology to the analysis of their own English pronunciation as well as the English pronunciation of other ESL learners. They will also apply their knowledge of English phonetics and phonology to the analysis of common English pronunciation errors made by ESL learners.	1, 2, 3, 4, 5	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 describing and analyzing the phonological systems of English, in identifying the production of English speech sounds, and in applying their knowledge to the transcription of English speech sounds and sentences.

Good (B+, B, B-)

Students demonstrate good skills in describing and analyzing the phonological systems of English, in identifying the production of English speech sounds, and in applying their knowledge to the transcription of English speech sounds and sentences.

Fair (C+, C, C-)

Students demonstrate adequate skills in describing and analyzing the phonological systems of English, in identifying the production of English speech sounds, and in applying their knowledge to the transcription of English speech sounds and sentences.

Marginal (D)

Students demonstrate very limited skills in describing and analyzing the phonological systems of English, in identifying the production of English speech sounds, and in applying their knowledge to the transcription of English speech sounds and sentences.

Failure (F)

Students cannot demonstrate skills in describing and analyzing the phonological systems of English, in identifying the production of English speech sounds, and in applying their knowledge to the transcription of English speech sounds and sentences.

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. <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.