

Course Outline

Part I

Programme Title : Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)
Course Title : English Phonetics and Phonology
Course code : Eng 6212
Department : Department of Linguistics and Modern Language Studies
Credit Points : 3
Contact Hours : 30
Pre-requisite(s) : Nil
(If applicable)
Medium of Instruction: English
Level : 5

Part II

1. Synopsis :

This course enables students to develop their knowledge of the English sound system, by examining its segmental and supra-segmental features. At the segmental level, the study of sounds and their representations will facilitate analysis of the contrastive features of the varieties of English and the English and Chinese sound systems. At the supra-segmental level, the study of stress and intonation will enhance the understanding of how these various features serve the communicative purposes of English as an international language. Students will also examine the pedagogical treatment of phonetics and phonology in the TESOL context.

2. Course Intended Learning Outcomes (CILOs)

By the end this course, students will be able to:

CILO ₁	Demonstrate a good understanding of articulatory phonetics and of phonology and apply this knowledge to describe how the sounds of English are made;
CILO ₂	Demonstrate an understanding of and skills in using segmental & supra-segmental features of English speech for effective communication;
CILO ₃	Analyze phonological structures and identify the fundamental differences between English, Cantonese and Putonghua ;
CILO ₄	Synthesize the knowledge attained in the course and apply it for enhancing pedagogical effectiveness, and
CILO ₅	Conduct a small-scale study and demonstrate an understanding of current phonological research in the TESOL context

3. Content, CILOs and Teaching & Learning Activities

Teaching Content	CILO	Teaching & Learning Activities
Segmentals in English: Sounds and their representations , alphabetic compared with IPA phonemic script; Categories of sounds and their distinctive features;	CILO _{1, 2, 3}	Lecture, workshop, readings
Supra-segmentals: Syllables, word stress; rhythm,	CILO _{1, 2, 3}	Lecture, workshop, readings

phonological processes and rules, phonological prominence, and intonation in connected speech;		
Basic contrastive features of the English and Chinese sound systems	CILO _{1, 2, 3 & 5}	Lecture, workshop, readings
Knowledge of intersections of the English sound system with other areas of language and knowledge of pedagogical treatments	CILO _{4 & 5}	Lecture, workshop, readings
Current phonological research in the TESOL context	CILO _{1, 2, 3, 4 & 5}	Lecture, workshop, readings

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. One written exam assessing phonetic and phonological concepts including segmental and supra-segmental features. The interface between phonology and other language areas are also included.	30	CILO1, 2, 3 & 4
b. One individual research report on a topic of own interest related to phonology or inter-language phonology of English. This small scale study involves a literature review and the collection and analysis of some original spoken data (e.g. Analyse the major phonological features <i>contributing to</i> or <i>hindering</i> the delivery of meaning of an authentic spoken text in an ESL or EIL context).	70	CILO1, 2, 3, 4 & 5

5. Required Text(s)

Roach, P. (2009). *English phonetics and phonology: A practical course*. (4th edn.). UK: Cambridge University Press.

6. Module Website

<https://moodle.ied.edu.hk/>

7. Module Lecturers

Name	Office	Telephone	E-mail
Dr. CHEN, Hsueh Chu, Rebecca (Module co-ordinator)	B4-1/F-04	2948 7376	hsuehchu@ied.edu.hk

8. Meeting Time and Venues

Day	Time	Venue	Tutor(s)
Monday	6:30-9:20 pm	D2-LP-12	Rebecca

9. Communication

The most obvious mode of communication is face to face during class. If you would like to contact me beyond time-tabled sessions, please check with me for details of my availability. In addition to personal consultation, e-mail will be the main means of communication outside the classroom context. You are *strongly advised* to check your personal e-mail and module website *regularly* for notices of changes in schedule, venue and other module-related information and discussion.

10. Course schedule

The following outline is a guide only and may be subject to change at very short notice, according to the progress, needs and interests of the groups. In addition, there will be integration rather than linear presentation of topics. Please consult the module website and email regularly for announcement of changes.

Wk	Date	Content	Reading / Independent work
1	10 Sep	Overview <ul style="list-style-type: none"> • Module introduction; Assessment; Introduction of resource materials • Overview of the English sound system – segmental & suprasegmental • Online Discussion I (See Appendix IV) 	
2	17 Sep	Segmental system of English I <ul style="list-style-type: none"> • Vowels & diphthongs • Contrasting the English & Cantonese / Putonghua vowels 	☞ Read <i>Roach (2009)</i> Ch 2, 3 & 5
3	24 Sep	Segmental system of English II <ul style="list-style-type: none"> • Consonants Contrasting English & Cantonese / Putonghua consonants Reading (1) Discussion (See Appendix III)	☞ Read <i>Roach (2009)</i> Ch 4, 6 & 7 ☞ Read (1) <i>McDowell & Lorch (2008)</i> .
4	1 Oct	Public Holiday Self-access work (I): IPA take home exercises Self-access work (II): IPA take home exercises	
5	8 Oct	Revision: Segmental system of English Further practice on consonants and vowels Reading (2) Discussion Self-access work (III): IPA take home exercises	☞ Read (2) <i>Deterding, Wong and Kirkpatrick (2008)</i>
6	15 Oct	Suprasegmental system of English I – Syllable and Stress <ul style="list-style-type: none"> • At word level Syllable structure, syllabic consonant Primary & secondary stresses, weak syllable Reading (3) Discussion <i>Mid-course evaluation</i> Self-access work (IV): Syllable and Stress take home exercises	☞ Read <i>Roach (2009)</i> Ch 8, 9 & 10 ☞ Read (3) <i>Chan (2011)</i>
7	22 Oct	Suprasegmental system of English II – Stress and rhythm <ul style="list-style-type: none"> • Co-articulation features across the word boundaries – 	☞ Read <i>Roach (2009)</i> Ch 11, 12, 13 & 14

		<p>Elision, assimilation and linking</p> <ul style="list-style-type: none"> • Stress and rhythm in connected speech • Weak form • Contrasting stress and rhythm in English and Chinese 	
8	29 Oct	<p>In-class test</p> <p>Suprasegmental system of English III – Intonation</p> <ul style="list-style-type: none"> • Common types of tones in English • Pausing, tone unit and tonic syllable • Intonation contours 	<ul style="list-style-type: none"> ☞ Preparation for <i>Examination</i> ☞ Read <i>Roach (2009)</i> Ch 15 & 16
9	5 Nov	<p>Suprasegmental system of English III – Intonation</p> <ul style="list-style-type: none"> • Grammatical, discoursal & attitudinal functions of intonation • Contrasting intonation in English and Cantonese / Putonghua <p>World Englishes Phonological factors that affect effective communication of meaning</p> <p>Reading (4) Discussion</p>	<ul style="list-style-type: none"> ☞ Read <i>Roach (2009)</i> Ch 18 & 19 ☞ Read (4) <i>Jenkins (2002)</i>
10	12 Nov	<p>Self-study week</p> <p>World Englishes World Englishes and issues arising</p> <ul style="list-style-type: none"> • Online Discussion II (See Appendix IV) 	<ul style="list-style-type: none"> ☞ Read <i>Keys and Walker (2002)</i> ☞ Read TESOL Qty: forum: Jenkins (2005) Dauer (2005) Walker (2005)
11	19 Nov	<p>Pronunciation Teaching</p> <ul style="list-style-type: none"> • Current research on intelligibility in English as a Lingua Franca • Implementing an international approach to English pronunciation <ul style="list-style-type: none"> • Online Research Proposal Sharing I (See Appendix IV) <p>Reading (5) and (6) Discussion</p> <p>Project Consultation (compulsory)</p>	<ul style="list-style-type: none"> ☞ Read (5) <i>Pickering (2006)</i> ☞ Read (6) <i>Burgess, J. & Spencer, S. (2000).</i>
12	26 Nov	<p>Acoustic Phonetics Introduction to PRAAT http://www.praat.org</p> <p>Computer –assisted pronunciation teaching (CAPT)</p> <ul style="list-style-type: none"> • Research Proposal Sharing (Cont’) <p>Project Consultation (compulsory)</p> <p>Module evaluation</p>	<ul style="list-style-type: none"> ☞ Read(7) <i>Levis (2007)</i> ☞ Read <i>Chen and Chung (2008)</i>
13	3 Dec	<p>Final Project Due (See Appendix I and Appendix II)</p>	

* Students are expected to attend **all** scheduled sessions and activities.

11. Teaching and Learning Activities

This is a 3 credit point module and runs over 12 weeks. Teaching/learning tasks will include:

- in-class discussions and phonology exercises
- reading relevant references and notes
- research paper group presentation (6 in a group)
- online discussions
- independent study

12. Recommended Readings

- Burgess, J. & Spencer, S. (2000). Phonology and Pronunciation in Integrated Language Teaching and Teacher Education. *System*, 28, 191–215.
- Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (2010). *Teaching pronunciation: A course book and reference guide*. New York: Cambridge University press.
- Chan, A. Y. W. & 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.
- 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. *IRAL* 44, 331-355.
- Chan, A. Y. W. (2011). The perception of English speech sounds by Cantonese ESL Learners in Hong Kong. *TESOL Quarterly* 45 (4), 718-748.
- Chen, H.-C., & Chung, R.-F. (2008). Inter-language analysis of phonetic timing patterns by Taiwanese learners. *Concentric: Studies in Linguistics*, 34(1), 79-108.
- Clark, J., Yallop, C. and Fletcher, J. (2007) *An Introduction to Phonetics and Phonology*, 3rd edn. Oxford: Blackwell.
- Collins, B., Mees, I. M. (2008). *Practical phonetics and phonology: a resource book for students*. New York : Routledge
- Cruttenden, A. (2008). *Gimson's Pronunciation of English*. 7th edn. London: Edward Arnold.
- Dauer, R. M. (2005). The Lingua Franca Core: A new model for pronunciation Instruction. *TESOL Quarterly* 39 (3), 543-550
- Deterding, D, Wong, J., and Kirkpatrick, A (2008). The Pronunciation of Hong Kong English. *English World-wide* 29 (2): 148-175
- Field, J. (2005). The intelligibility and the listener: the role of lexical stress. *TESOL Quarterly*, 39 (3) 399-423.
- McDowell, H. J., & Lorch, M. P. (2008). Phonemic Awareness in Chinese L1 Readers of English: Not Simply an Effect of Orthography, *TESOL Quarterly*, 42(3), 495-513.
- Hung, T.N. (2002). Towards a phonology of Hong Kong English. In K. Bolton (Ed.). *Hong Kong English: autonomy and creativity*. Hong Kong: Hong Kong University.
- Jenkins, J. (2000). *The phonology of English as an International Language*. UK: Oxford University Press.
- Jenkins, J. (2002). A sociolinguistically-based, empirically-researched pronunciation syllabus for English as an International Language, *Applied Linguistics* 23(1), 83-103.
- Jenkins, J. (2004). Research in teaching pronunciation and intonation. *Annual Review of Applied Linguistics*, 24, 109-125.
- Jenkins, J. (2005). Implementing an international approach to English pronunciation: The role of teacher attitudes and identity, *TESOL Quarterly* 39(3), 535-543
- Keys, K. & Walker, R. (2002). Ten questions on the phonology of English as an international language. *ELT Journal* 56(3), 298-302
- Kirkpatrick, A, Deterding D and Wong, J. (2008). The international intelligibility of Hong Kong English. *World Englishes* 27 (3), 359-377
- Ladefoged, P. (2006). *A Course in Phonetics*. 5th ed. Boston, MA.: Thomson Wadsworth.
- Levis, J. (2007). Computer technology in teaching and researching pronunciation. *Annual Review*

of Applied Linguistics, 27, 184-202.

Pickering, L. (2006). Current research on intelligibility in English as a lingua franca. (Ed.) M. McGroarty. *Annual Review of Applied Linguistics*, 26, 219-233.

Setter, J. (2006). Speech rhythm in world Englishes: the case of Hong Kong. *TESOL Quarterly*, 40 (4), 763-782.

Swan, M. & Smith, B. (2001). *Learner English: A teachers' guide to interference and other problems*. Cambridge University Press.

Walker R. (2005). Using Student-produced recordings with monolingual groups to provide effective, individualized pronunciation Practice. *TESOL Quarterly* 39 (3), 550-558.

13. Related Web Resources:

Phonics (alphabetic representation of sounds)

<http://www.starfall.com>

<http://www.genkienglish.net/phonics.htm>

<http://www.hkedcity.net/english/phonics/>

Learning phonetic symbols (phonemic representation of sounds)

<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>

Pronunciation courses / practices

<http://www.englishclub.net/pronunciation/index.htm>

http://www.stuff.co.uk/calcul_nd.htm

<http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/index.shtml>

<http://lc.ust.hk/~material/pl/index.html>

<http://shiporsheep.com/>

http://www.eslgold.net/pronunciation/teaching_pronunciation.html

<http://www.eslflow.com/pronunciationlessonplans.html>

Phonetics course

<http://www.phonetics.ucla.edu/index.html>

(a course in *Phonetics 5th Edition* and *Vowels and Consonants 2nd Edition* by Peter Ladefoged)

Online Platform: My ET-CT

The "Automatic Speech Analysis System" can analyze the English/ Chinese speech on pronunciation, pitch, timing and emphasis, and even pinpoint problems to individual sounds

<http://www.myet.com/>

Comparing varieties of English/dialects

<http://accent.gmu.edu/index.php> (speech accent archive)

Online dictionaries (with phonetic transcriptions and/or pronunciation demonstration)

For Oxford Advanced Learner's Dictionary

<http://www.oxfordadvancedlearnersdictionary.com/>

For Cambridge Advanced Learner's Dictionary.

<http://dictionary.cambridge.org/>

For Longman Dictionary of Contemporary English

<http://www.ldoceonline.com/>

Speech analysis program: PRAAT <http://www.praat.org>

IPA fonts: SIL Encore IPA Download

http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=encore-ipa-download#f4e13eeb

14. Related Journals

Journal of phonetics

Language Learning

Studies in Second Language Acquisition

TESOL Quarterly

World Englishes

15. Attendance Requirement for MATESOL Programme

The minimum attendance requirement is 70%. Students are expected to attend ALL classes. The 70% requirement is only to allow for exceptional circumstances such as illness (evidence should be provided). In exceptional circumstances where students need to take a leave of absence, they should inform and seek agreement from their course lecturers. Students who fail to meet the minimum attendance requirement in a course **will be given a grade F (Fail)** by their course lecturers.

Assessment Guidelines (Assessment Task II) (70%)

Content

One individual research report on a topic of own interest related to phonology or inter-language phonology of English. (Approximately 3000 words, 10%± allowance). This small scale research study involves a literature review and the collection and analysis of some original spoken data.

For example, you may

- c. Analyse the major phonological features *contributing to* or *hindering* the delivery of meaning of an authentic spoken text in an EIL context
- d. Identify the prominent phonological features of different regional varieties of English (such as Singapore, India, the Philippines, Indonesia, Hong Kong, Mainland, Taiwan...) Collect samples of your chosen varieties from radio or television broadcasts, films or your friends or classmates. Samples collected could be in the form of natural speech or reading aloud of isolated words.
- e. Offer suggestions to remedy one segmental and one suprasegmental pronunciation problem that persists in their reading and that you consider to be significant and obtrusive.

Points to note

1. The report should be written in essay form. You are expected to produce a coherent text, which analyses either segmental or suprasegmental aspects, i.e. at phonemic, word, sentence and discourse levels of the spoken text. The emphasis is *not* on description, but on discussing how the identified phonological features are related to effective communication of meaning. This paper should be composed of the following sections: introduction, brief literature review, methods, results, discussion and conclusions/pedagogical suggestions.
2. You are expected to explain the phonological features with knowledge and professional language (e.g. phonology-related terminologies for the segmental and suprasegmental features, IPA transcriptions to show the proper pronunciation and the problems, intonation contour markings, etc.).
3. If there are too many problems for you to handle within the word limit, you should focus on those which cause the most serious intelligibility problems to you. Detailed analysis of the features could be attached as appendices.
4. For suggestions for remediation and/or development, you are expected to suggest *specific* strategies to cope with the problems identified, and to justify the choice of the proposed strategies.
5. See the *Assessment Criteria* of this assignment.
6. You must indicate the number of words used at the end of the assignment, excluding the references and appendices.
7. HKIED uses the American Psychological Association (APA) citation system. For details see Appendix XI of the HKIED Student Handbook – http://www2.ied.edu.hk/itjob/upload/studentHandBook/hb_app_eng_ix.pdf.

Appendix II

Assessment Criteria

	A+/A/A-Distinction	B+/B/B-Good	C+/C Satisfactory	C-/D	F Fail
	An outstanding essay	A good essay	An adequate essay	A fairly acceptable essay	A weak essay
Organisation	A highly coherent piece of text, the writing is very well organised and displays a high level of audience awareness and appropriate register.	The writing is logically and coherently presented, and displays sensitivity to the text and to the audience.	The writing is reasonably organised and displays some sensitivity to the text and to the audience.	The writing is slightly disorganised and display minimal sensitivity to the text and the audience.	The writing is poorly organised and displays limited sensitivity to the text and to the audience.
Content	<p><i>The essay topic is fully addressed, shows an excellent understanding of the phonological features of the English language system –</i></p> <ul style="list-style-type: none"> • thorough and accurate analysis of phonological features as required, with a high level of relevant supporting evidence • suggestions for remediation / development are appropriate, clearly explained, and well justified 	<p><i>The essay topic is fully addressed, shows a good understanding of the phonological features of the English language system –</i></p> <ul style="list-style-type: none"> • accurate analysis of phonological features as required, with satisfactory supporting evidence • suggestions for remediation / development are mostly appropriate, and clearly explained and justified 	<p><i>The essay topic is adequately addressed, shows a general understanding of the phonological features of the English language system –</i></p> <ul style="list-style-type: none"> • analysis of phonological features is generally accurate, with adequate supporting evidence, though this may sometimes be weak or inappropriate • suggestions for remediation / development are generally appropriate, with clear explanation and justification 	<p><i>The answer is barely adequate, shows a sometimes flawed understanding of the phonological features of the English language system –</i></p> <ul style="list-style-type: none"> • analysis of phonological features may not always be accurate, with little supporting evidence, which is often weak or inappropriate • suggestions for remediation / development are offered but may not always be appropriate and / or the explanation and justification are not clear 	<p><i>The essay topic is inadequately answered, shows little or no understanding of the phonological features of the English language system –</i></p> <ul style="list-style-type: none"> • there are major flaws in the analysis, supporting evidence is either absent or generally weak or inappropriate • suggestions for remediation / development are not appropriate or are missing

	A+/A/A-Distinction	B+/B/B-Good	C+/C Satisfactory	C-/D	F Fail
Language*	Language is almost free of errors, fluent and appropriate. Grammatical structures are mostly or always accurate. There is access to a range of structures, more complex structures are successfully attempted. A wide range of phonology-related terminology and / or general vocabulary are accurately and appropriately used.	Language is accurate, fluent and appropriate. Grammatical structures are mostly accurate and more complex structures are successfully attempted though with occasional errors, communication is not impeded. A good range of phonology-related terminology and / or general vocabulary are accurately and appropriately used.	Language is generally accurate, fluent and appropriate. Grammatical structures are generally accurate but errors may occasionally occur when more complex structures are attempted, comprehension is seldom impeded. A range of phonology-related terminology and / or general vocabulary are accurately and appropriately used.	Accuracy, fluency and appropriacy in language are inconsistent, and impede the reader's understanding at times. Grammar is adequate though errors may interfere with communication at times. Complex structures are rare or are generally unsuccessfully attempted. Phonology-related terminology and / or general vocabulary used are mostly accurately and appropriately.	Language is weak, inaccurate and inappropriate. Grammar is weak and communication is often impeded. Complex structures are rare or are generally unsuccessfully attempted. Phonology-related terminology and / or general vocabulary are adequately used though may sometimes be inappropriate.

* *LPAT Requirements:*

Should language in general and/or grammatical accuracy specifically be below LPAT3, the assignment will be awarded a fail grade

Collation of marks & Conversion to final module grade

Exam Total: 100 marks	Report Total: 100 marks	Final Grade
30%	70%	Marks 1 X 30% + Marks 2 X 70% → Grade → GPE

Marks	Grade	GPE
95.0 - 100.0	A+	4.33
90.0 - 94.9	A	4.00
85.0 - 89.9	A-	3.67
80.0 - 84.9	B+	3.33
75.0 - 79.9	B	3.00
70.0 - 74.9	B-	2.67
65.0 - 69.9	C+	2.33
60.0 - 64.9	C	2.00
55.0 - 59.9	C-	1.67
50.0 - 54.9	D	1.00
0.0 - 49.9	F	0.00

Small Group Work: Research Paper Report

Aim

1. To demonstrate an understanding of current phonological research in the TESOL context
2. To prepare for final written assignment

Guideline

1. Form small groups of 6.
2. Each group takes turns to report orally on the assigned paper.
3. Send the Ppt file and/or related task sheets to me one day before the class.
4. During the small group presentation, each group is expected to
 - (1) Summarize the paper
 - (2) Analyze and evaluate (critique) the paper,
 - (3) Raise some questions and lead discussions

Here are some questions for you to think about while you are reading the research paper:

1. What does this study look at? Linguistically, how and where did you locate this information?
2. What type of data did the author collect for this study?
3. How did the author describe the participants involved in this study?
4. What kind of activity did these participants engage in?
5. What useful background information did the author give about these participants?
6. After the author collected the data, and before she started the analysis, what did she do with the data? Linguistically, where did you locate this information?
7. How did the author present her analysis of data? In particular, what did her analysis focus on? What subtitles did she use in her presentation the results?

Online Discussions

Aim

1. To further facilitate an cognitive understanding of the pedagogical topics through collaborative learning

Guideline

1. To use personal experiences to reflect on what you have read/learned in the module so that you would be better able to connect the issues with a real-life, personal experience.
2. To be exposed to different points of view and gain a better understanding of the complexity of these issues by discussing the topics with your classmates.
3. It is not necessary to summarize all the information of the readings but you are expected to demonstrate some theoretical knowledge of the issues. You should make an explicit connection between the research content and your own experiences learning a foreign language.
4. This is an exchange of ideas and opinions so be sure to respond to your classmates' postings.
5. There is no required length on the postings.

List of Topics and Dates

The topics listed here are not exhaustive so feel free to expand on them.

1. Topic 1, Sept. 10 (Mon.) -16 (Sun)
Get to know each other. Introduce yourself and talk about your experience learning the pronunciation of English in a classroom setting. For example,
 - a. What percentage of instructional time was devoted to pronunciation?
 - b. How would you rate the quality of your teacher's pronunciation in the target language (e.g. native/native-like, good, fair, poor)?
 - c. Which of the following standard techniques for teaching pronunciation did your teacher use, and how? For example,
 - articulatory explanation e.g. put your tongue here ;
 - phonetic symbols;
 - imitation and repetition;
 - visual aids
 - d. What type of feedback (if any) did you receive regarding your pronunciation?
 - e. How much use was made of the language laboratory or audio equipments?
2. Topic 2, Nov 5-12 (World Englishes)
 - a. Self Study Week: Response to one of the 10 questions raised by *Keys and Walker (2002)*
 - b. Share your research topic
3. Topic 3, Nov13 – Nov 19
Share your research proposal

Procedure:

To get the discuss going, you have to post your first message by **1:00 pm** on the third day of the discuss period (which usually falls on a Thursday). You should post at least **one** more time to comment on your peer's view after your first message.