

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Advanced Phonology
Course Code	: ENG3400
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: <i>ENG1326 Introduction to English Phonetics and Phonology</i>
Medium of Instruction	: English
Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis

Traditionally, the study of phonology concerns sound patterns present in the world's languages and the mental representations of these sound patterns. This course takes a different approach and focuses instead on equipping students with the phonological knowledge and skills necessary for becoming a successful language learner and language teacher. Three major topics will be covered: (i) training in the International Phonetic Alphabet (IPA) – to help students master speech sounds in any foreign language; (ii) basic spectrogram reading – to analyze pronunciation scientifically and objectively; and (iii) second language phonological acquisition. Students will explore this course through weekly class meetings with intensive pronunciation drills, hands-on exercises, and writing a short essay.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Accurately produce speech sounds in the IPA;
- CILO₂ Explain the sources of difficulty in acquiring speech sounds in a foreign language;
- CILO₃ Read simple spectrograms to analyse pronunciation.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate phonetic and phonological awareness of speech sounds used in modern languages.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Teaching & Learning Activities
● IPA: Speech sounds across languages	CILO ₁ , CILLO ₁	Lectures; Self-access practice
● Second language phonological acquisition	CILO ₂ , CILLO ₁	Lectures; Readings
● Spectrogram reading	CILO ₃	Lectures; Readings; Self-access practice

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
a) Online quizzes	20	CILO ₃
b) Short Essay ● Students write a ~1,500 word essay on second language phonological acquisition	50	CILO ₂ CILLO ₁
c) Production Examination ● Students read aloud target sounds in the IPA table and are assessed in terms of production accuracy.	30	CILO ₁ CILLO ₁

6. Required Text

N/A

7. Recommended Readings

Phonetics

Ladefoged, P. N., & Disner, S. F. (2012). *Vowels and consonants* (3rd ed.). Chichester, England: Wiley-Blackwell.

Ladefoged, P. & Johnson, K. (2014). *A course in phonetics*. 7th edition. Stamford, CT: Cengage Learning.

Zsiga, E. (2013). *The sounds of language: an introduction to phonetics and phonology*. West Sussex: Wiley-Blackwell

Second language phonological acquisition

Best, C. T., & Tyler, M. D. (2007). Nonnative and second-language speech perception: Commonalities and complementarities. In M. J. Munro & O.-S. Bohn (Eds.), *Language experience in second language speech learning: In honor of James Emil Flege* (pp. 13–34). Amsterdam: John Benjamins.

Eckman, F. R. (2012). Second language phonology. In S. M. Gass & A. Mackey (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp. 91–105). Abingdon, England: Routledge.

8. Related Web Resources

Interactive IPA Keyboard:

<http://ipa.typeit.org/full/>

International Phonetic Association:

https://www.internationalphoneticassociation.org/redirected_home

IPA charts with audio:

<http://www.yorku.ca/earmstro/ipa/>

LML-developed PRAAT manual:

http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/learning_website/praaathome.htm

9. Related Journals

Journal of Phonetics

Journal of the International Phonetic Association

Laboratory Phonology

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

Nil

8 October 2021