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| HỒNG ĐỨC UNIVERSITY**Faculty of Foreign Languages****Division of Linguistics - Culture and** **English Language Teaching Methodologies** | **SYLLABUS** **Phonetics and Phonology****Course code: 123100** |

**I.** [**General information**](https://unitguides.mq.edu.au/unit_offerings/136927/unit_guide#general-information-section)

- Credit points: 2 (18, 12, 12)

- Prerequisites: No

- Semester: 2

**II. Course description**

***Content***: The course deals with basic knowledge of English phonetics such as the international phonetic notation system, stress, intonation, pitch, duration, phonemes and phoneme variations, composition and position of syllables in words; the basic characteristics of consonants and vowels, the content of the elements of metasegmentation .vv

***Acquired competence***: Learners are able to distinguish between phonemes and phonemic variations in English, elements in English pronunciation such as pitch, duration, intonation, stress; apply basic understandings of meta-segmentation elements, improve their own pronunciation, develop their ability to communicate in English, and create a premise for the study of a number of specific issues about Phonetics – Phonology

**III. Learning Outcomes**

***Knowledge***: Learners have knowledge about problems related to phonetics and phonemes. Learners understand how to pronounce English sounds in theory and practice. Learners know a number of issues related to phonetics and phonology such as phonetic parts: vocal cords, palate....

***Skills:*** Learners are able to pronounce distinct sounds correctly. Learners can pronounce correctly word stress, sentence stress and intonation in the dialogue.

***Attitude:*** Learners have a serious, self-conscious, and responsible attitude in learning. Learners have a spirit of self-improvement.

**IV. Textbooks & Materials**

***\**** ***Required texts:***

1. Peter Roach (2009) ***English Phonetics and Phonology***. Cambridge: CUP

***\**** ***Recommended readings:***

1. Jonathan Marks (2007), ***English Pronunciation in Use***. Cambridge: CUP

2. Jenkins, J (2000) ***Phonology of English as an International Language***. Oxford: OUP

3. Anne Baker (2000) ***Sheep or Ship*.** Cambridge: CUP

**V. Schedule**

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| **Contents** | **Topics** |
| 1 | **Introduction** **Definitions and background** Definition of phonetics and phonology Articulators above the larynx |
| 2 | **Vowels and Consonants** **Some terms**Long vowels Short vowel  |
| 3 | **Distinguishing /æ/ and pairs of monothongs**Some terms* + /æ/ and /ǝ/
	+ /æ/ and /e/
	+ /æ/ and /a/
 |
| 4 | **Pairs of monothongs*** + /a:/ and /a/
	+ /u:/ and /ʊ/ and /ʌ/
	+ /Ɔ:/ and /o/
	+ /i:/ and /I/
	+ /3:/ and /ǝ/
 |
| 5 | **Dipthongs**Some terms Centring dipthongs:* + /iǝ/, /eǝ/ and /ʊǝ/

 Closing dipthongs:* + Ending in /I/: /eI/, /oI/ and /aI/
	+ Ending in /ʊ/: /ǝʊ/ and /aʊ/
 |
| 6 | **Tripthongs**Some terms:* + /eIǝ/: layer
	+ /aIǝ/: fire
	+ /oIǝ/: lawyer
	+ /ǝʊǝ/: mower
	+ /aʊǝ/: hour

**Mid course test** |
| 7 | **Consonants** Some terms:* + Fortis and lenis consonants
	+ Bilabial-plosive: /p/ and /b/
	+ Labiodental-fricative: /f/ and /v/
	+ Dental-fricative: /ɵ/ and /ð/
	+ Alveolar-fricative: /t/ and /d/
	+ Alveolar-fricative: /s/ and /z/
 |
| 8 | **Consonants** Some terms:* + Postalveolar-fricative: /ʃ/ and /ʒ/
	+ Velar-plosive: /k/ and /g/
	+ Nasal: /m/, /n/ and /ŋ/
	+ Africative: /ʧ/ and /ʤ/
 |
| 9 | **Word stress**Some terms:* + Syllables, words and sentences
	+ Simple word stress
	+ Complex word stress
	+ Compound word stress
 |
| 10 | **Sentence stress**Some terms:* + Sentences with all the words stressed
	+ Unstressed words
	+ Pronouncing and contrasctions
	+ Pronouncing the verb “be”
	+ Pronouncing the short words (a, of, or)
	+ Joining words
 |
| 11 | **Conversation**Some terms:* + Understanding conversation
	+ Reading aloud: “pronouncing punctuation”
	+ Group works
	+ Showing that you want to continue
	+ Telling a story
	+ Understanding small talk
	+ Understanding instructions
	+ Quoting speech
 |
| 12 | **Conversation**Some terms:* + Introduction to emphatic stress
	+ Emphasising added details
	+ Emphasising important words
	+ Emphasising contrsting alternatives
	+ Emphasising corrections
	+ Introducing tones
	+ Asking and checking tones
	+ Tones in asking for information
	+ Continuing or finishing tones
	+ Agreeing and disagreeing
	+ High tones
 |
| 13 | **Focus on Function of Intonation*** Form and function of intonation.
* Tone and tone languages.
* Complex tones and pitch height.
* Some functions of English tones.
* The tone unit.
* The structure of the tone unit.
* Pitch possibilities in the simple tone unit.
* Fall-rise and rise-fall tones followed by a tail.
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| 14 | **Further areas of study in phonetics and phonology.*** Distinctive features.
* Experimental phonetics.
* The study of variety.
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**VI. Assessment**

***1. Course policies***

Anyone who is absent from class for over 20% of total time will not be allowed to take the final exam. Students are required to participate in all inside and outside classroom activities as well as submit all the homework. Students are also required to take all the on-going tests and presentation.

***2. Assessment details***

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| **Assessment Task** | **Assessment Form** | **Time** | **Weighting** | **Format** |
| On-going assessment | 1. Attendance, participation  | During the course | 30% | Weekly attendance, participation |
| 2. Mini-test 1 | After content 3 | Video recording |
| 3. Mini-test 2 | After content 9 | Video recording |
| 4. Presentation | During the course | Group work |
| Midcourse test | Oral test | After content 6 | 20% | 1.Theory.2. Read the following words based on their transcription.3. Read aloud the text. |
| Final test | Oral test | After the course | 50% | 1.Theory2. Give the broad transciption including the stress of the following words.3. Read the following words based on their transcription.4. Read aloud the text.5. Answer examiners’ questions. |