

Hong Kong Shue Yan University
Department of English Language & Literature
2nd Semester, 2021-2022

Course Title:	Phonological Studies in World Englishes
Course Code:	ENG 450
Year of Study:	4
Number of Credits:	3
Number of QF credits:	12
Duration in weeks:	15
Contact Hours Per Week:	Lecture (2 Hours) Tutorial (1 Hour)
Pre-requisite(s):	Completion of ENG 160 Introduction to Linguistics
Language of Instruction:	English
Prepared by:	Dr. Josephine Yam

Course Aims

The course focuses on the study of the sound patterns of the English language and the application of phonological rules in the analysis and explanation of the different varieties of English spoken around the world. The attitude of English users and the use of Englishes in post-colonial multilingual societies and internationally will also be discussed in the course.

Course Outcomes, Teaching Activities, Assessment and QF Credits

Course Intended Learning Outcomes (CILOs)	
Upon completion of this course students should be able to:	
CILO1	analyse critically the concepts and development of World Englishes;
CILO2	analyse the general segmental and suprasegmental features of the English language
CILO3	compare the phonological features of the major varieties of English in different parts of the world, such as American English, British English, Caribbean English, Indian English etc;
CILO4	apply phonological theories to analyse and explain the phenomena of the different varieties of English;
CILO5	review and evaluate the use of Englishes in post-colonial multilingual societies and internationally.

Teaching and Learning Activities (TLAs)	
TLA1	Lecture: Exemplification of core issues and concepts with relevant examples
TLA2	In-class Discussion
TLA3	Tutorial: Group oral presentation by students
TLA4	Journal Article Discussion

Assessment Tasks (ATs)		Group	Individual
AT1	<p>Individual Term Paper</p> <p><i>Each student has to discuss and review an issue/some issues related to the use of English in societies where English is used as a first, second or foreign language.</i></p> <p><i>The essay should be written in APA style with around 2800-3000 Words.</i></p> <p><i>Deadline: 6 May 2022</i></p>		35%
AT2	<p>Group Presentation and Discussion</p> <p><i>The task aligns with CILOs 1 to 4.</i></p> <p><i>Students have to contrast some varieties of English through the description and analysis of their linguistic features in detail. Though the focus of this task is on the phonetic and phonological aspect of the varieties, students are encouraged to include other linguistic features to enrich their presentation.</i></p> <p><i>(Please see attached guidelines for details.)</i></p>	25%	
AT3	<p>In-class Journal Article/Book Chapter Essay</p> <p><i>2 references will be discussed in 2 of the tutorials (1 reference for each tutorial).</i></p> <p><i>Students will be asked to read the assigned reference before coming to the tutorial. During the tutorial, students have to work individually on the questions (related to the reference) assigned to them in class and write out their answers. (Around 700 words for each assignment)</i></p> <p><i>The answers to the questions of each article will be discussed further in class after the assignments are graded and returned to the students. In doing so, students can share their views on each article with the class.</i></p> <p><i>Task 1 of AT3: Week 6 (Feb - TBC)</i></p> <p><i>Task 2 of AT3: Week 9 (Mar - TBC)</i></p>		30% (2 x 15%)
AT4	<p>Class Participation</p> <p>Active participation in lessons; contribution to class discussions and activities</p>		10%
TOTAL			100%

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks		
Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
CILO1	TLA1,3,4	AT1,2,3,4
CILO2	TLA1,2,3,4	AT1,2,3,4
CILO3	TLA1,2,3,4	AT1,2,3,4
CILO4	TLA1,2,3,4	AT1,2,3,4
CILO5	TLA1,3,4	AT1,3,4

Distribution of Notional Learning Hours/ QF Credits

Activity	Notional Learning Hours (NLHs)
Contact Hours (a)	
Lecture	26
Tutorial	13
Consultation	1
TOTAL:	40
Self-Study Hours (b)	
Reading	30
Preparation for Presentation	16
Term paper	20
Journal/Book Chapter Discussion	14
TOTAL:	80
Total NLHs:	
(a)+(b)	120
QF Credits:	12
(Total NLHs/10)	

Course Outline

<p>Week 1: Introduction to World Englishes</p> <ul style="list-style-type: none">-concept and definition-scope of study <p>Required reading: Horobin, S. (2016). <i>How English Became English – a Short History of a Global Language</i>. Oxford: Oxford University Press. (Chapter 1, 2 and 6)</p>
<p>Week 2-3: Categorisation and Description of World Englishes</p> <ul style="list-style-type: none">- geographical distribution- categorisation- models of description <p>Required reading: Melchers, G. and P. Shaw. (2003). <i>World Englishes: An Introduction</i>. London: Arnolds. (Chapter 1, 4, 5 and 6)</p>
<p>Week 4-5: Phonological Features of the Different Varieties of English</p> <ul style="list-style-type: none">- Accents of English: Phonology of British and Australian English- Accents of English: Phonology of American and Canadian English- Accents of English: Phonology of Englishes in Asia- Accents of English: Phonology of Englishes in the Caribbean and Africa <p>Required reading: Gramley, S. and K-M. Patzold. (2003). <i>A Survey of Modern English</i>. London: Routledge. (Chapter 11-13)</p>
<p>Week 6: Hong Kong English</p> <ul style="list-style-type: none">-Is HKE a variety?-Features of English used in HK <p>Required readings: Hung, T.T.N. (2000). Towards a phonology of Hong Kong English. <i>World Englishes</i>, 19:3, 337-356. Kirkpatrick, A., Deterding, D., & Wong, J. (2008). The International Intelligibility of Hong Kong English. <i>World Englishes</i>. Vol. 27, No. 3/4, pp. 359–377.</p> <p>Discussion in week 6's tutorial: McArthur, T. (2001). World English and World Englishes: Trends, Tensions, Varieties, and Standards. <i>Language Teaching</i>. Vol. 34, pp.1-20.</p>
<p>Week 7: An Overview of Phonological Rules and their Application</p> <ul style="list-style-type: none">-English phonology-Phonological rules <p>Required reading: Gussenhoven, C. and H. Jacobs. (1998). <i>Understanding Phonology</i>. New York: Oxford University Press. (Chapter 3 and 4)</p>
<p>Week 8</p> <p>Reading Week</p>

Week 9-10: Models of English and Intelligibility

- Which one is the “norm”?
- Intelligibility
- Preferences and attitude of teachers and learners

Required reading:

Jenkins, J. (2005). Implementing an international approach to English pronunciation: The role of teacher attitudes and identity', *TESOL Quarterly* 39/3, pp.535-543.

Scales, J., Wennerstrom, A., Richard, D., & Wu, S.-H. (2006). Language learners' perceptions of accents. *TESOL Quarterly*, 40(4), 715-738.

Discussion in week 9's tutorial: Kachru, B. B., Y. Kachru, and C. L. Nelson. (eds.). (2006). *The Handbook of World Englishes*. Malden: Blackwell. (Chapter 24)

Week 11: Lingua Franca Core

- What is LFC?
- Is LFC teachable?

Required reading:

Dauer, R. M. (2005). The Lingua Franca Core: A New Model for Pronunciation Instruction? *TEOSL Quarterly*. Vol.39. pp. 89-125.

Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics*. Vol 16, No.2. pp.137-162.

Week 12-13: Use of Englishes in post-colonial multilingual societies and internationally

- Linguistic features
- Social and political situation
- Englishes and globalisation

Required readings:

Melchers, G. and P. Shaw. (2003). *World Englishes: An Introduction*. London: Arnolds. (Chapter 6, sec. 6.4-6.5.)

Gonzalez, A. (2003). *Language planning in multilingual countries: The case of the Philippines*. De La Salle University, Manila, Philippines. www.sil.org/asia/ldc/plenary_papers/andrew_gonzales.pdf

Kachru, B. B., Y. Kachru, and C. L. Nelson. (eds.). (2006). *The Handbook of World Englishes*. Malden: Blackwell. (Chapter 32-33)

Week 14: Group Presentation and Discussion**Week 15****Reading Week**

Academic Honesty

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behavior include, but not limited to:

- Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
 - Copying or allowing another to copy a test, quiz, paper, or project;
 - Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
 - Turning in written assignments that are not your own work (including homework);
- Plagiarism – the act of representing the work of another as one’s own without giving credit:
 - Failing to give credit for ideas and material taken from others;
 - Representing another’s artistic or scholarly work as one’s own;
- Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

To comply with the University’s policy, any written work has to be submitted to VeriGuide.

Resources

Primary Text:

Melchers, G. & Shaw, P. (2011). *World Englishes: An Introduction*. Great Britain: Hodder Education.

Supplementary Readings:

Archangeli, D. & Langendon, T.D. (1997). *Optimality Theory: An Overview*. Oxford: Blackwell.

Bolton, K. (2003). *Chinese Englishes: a Linguistic History*. Cambridge: Cambridge University Press.

Brutt-Griffler, J. (2002). *World English: a Study of Its Development*. Clevedon: Multilingual Matters.

Cagliero, R & Jenkins, J. (eds.). (2010). *Discourses, communities, and global Englishes*. Bern : Peter Lang.

Cheshire, J. (1991). *English Around the World*. Cambridge: Cambridge University Press.

Clark, J., Yallop, C. & Fletcher, J. (2006). *An Introduction to Phonetics and Phonology*. Oxford: Blackwell.

Collins, B. S. & Mees, I. M. (2008). *Practical Phonetics and Phonology: A Resource Book for Students*. New York: Routledge.

Crystal, D. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.

Crystal, D. (2005). *The Stories of English*. London: Penguin.

Dauer, R. M. (2005). The Lingua Franca Core: A New Model for Pronunciation Instruction? *TEOSL*

Quarterly. Vol.39. pp. 89-125.

Fikkert, P. (2000). Acquisition of Phonology. In L. Cheng and R. Sybesma (eds.). *The First Glot International State-of-the-Article Book: the Latest in Linguistics*. Berlin: Mouton de Gruyter.

Gramley, S. & Patzold, K-M. (2003). *A Survey of Modern English*. London: Routledge.

Gonzalez, A. (2003). *Language planning in multilingual countries: The case of the Philippines*. Manila: De La Salle University, Manila, Philippines.

Gussenhoven, C. & Jacobs, H. (1998). *Understanding Phonology*. New York: Oxford University Press.

Horobin, S. (2016). *How English Became English – a Short History of a Global Language*. Oxford: Oxford University Press.

Hung, T.T.N. (2000). Towards a phonology of Hong Kong English. *World Englishes*, 19:3, 337-356.

Jenkins, J. (2015). *Global Englishes – A Resource Book for Students*. Oxon/New York: Routledge.

Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics*. Vol 16, No.2. pp.137-162.

Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.

Kachru, B. B., Kachru, Y. & Nelson, C. L. (eds.). (2006). *The Handbook of World Englishes*. MA: Blackwell.

Kirkpatrick, A. (eds.). (2012). *The Routledge Handbook of World Englishes*. Abingdon: Routledge.

Kirkpatrick, A. (2007). *World Englishes - Implications for International Communication and English Language Teaching*. Cambridge: Cambridge University Press.

Kirkpatrick, A., Deterding, D., & Wong, J. (2008). The International Intelligibility of Hong Kong English. *World Englishes*. Vol. 27, No. 3/4, pp. 359–377.

Lim, L. & Gisborne, S. (eds.). (2011). *The Typology of Asian Englishes*. Amsterdam/Philadelphia: John Benjamins.

McArthur, T. (2001). World English and world Englishes: Trends, Tension, Varieties and Standards. *Language Teaching*, 34, pp.1-20.

Mesthrie, R. & Bhatt, R. M. (2008). *World Englishes: The Study of New Linguistics Varieties*. Cambridge: Cambridge University Press.

Murata, K. & Jenkins, J. (eds.). (2009). *Global Englishes in Asian contexts: current and future debates*. New York : Palgrave Macmillan.

Roach, P. (2009). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

Schneider, E. W. (2011). *English Around the World: an Introduction*. Cambridge: Cambridge

University Press.

Assessment Rubrics for Term paper/In-class Essay

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Focus (20%)	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.
Organization (20%)	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.
Support/Elaboration (30%)	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.
Style (10%)	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.

	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.
Conventions (10%)	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
Information Literacy (10%)	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

Assessment Rubrics for Oral Presentation

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Communication Skills (10%)	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.
	Consistently exhibits poise,	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.

	enthusiasm, and confidence.			
	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.
	Wears appropriate professional or authentic attire.	Wears appropriate professional or authentic attire.	Wears inappropriate attire.	Wears inappropriate attire.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.
Content and Coherence (70%)	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.
	Demonstrates exceptional use of supporting details/ evidence.	Demonstrates sufficient use of supporting details/ evidence.	Demonstrates insufficient supporting details/ evidence.	Demonstrates no supporting details/evidence.
Response to questions (20%)	Confidently, politely, and accurately responds to lecturer's or classmates' questions and comments.	Politely and accurately responds to lecturer's or classmates' questions and comments.	Ineffectively responds to lecturer's or classmates' questions and comments.	Unacceptably responds/does not respond to lecturer's or classmates' questions and comments.

Assessment Rubrics for Class Participation

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Preparation for class (25%)	Evidence of extensive preparation for every session	Evidence of adequate preparation for most sessions	Preparation for class is inconsistent	Little evidence of preparation for class
Level of engagement (25%)	Proactively contributes to every session by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Contributes to most sessions by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Rarely contributes ideas, or asks questions during class and group discussions, or online breakout rooms; offers only minimal responses when called upon	Never contributes ideas, or asks /responds to questions in class and group discussions; does not participate in online breakout rooms
Attitude towards learning (25%)	Displays a consistently high level of interest and positive attitude towards learning; attends all sessions or views recordings to catch up on missed lectures	Generally displays interest and positive attitude to learning; attends most sessions or views recordings to catch up on missed lectures	Displays inconsistent attitude towards learning; often misses sessions and only occasionally views missed lecture content	Displays passive attitude and noticeable lack of interest in course content; makes little or no effort to attend sessions or view missed lecture content
Classroom behaviour and netiquette (25%)	Punctual to every session; always shows respect to other classroom or online participants; student's presence enhances class cohesion and dynamics	Punctual to most sessions; shows respect to other classroom or online participants; student's presence usually enhances class cohesion and dynamics	Sessions at times disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but frequently 'away from desk'	Sessions often disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but always 'away from desk'

Attachment: Guidelines for AT2

As AT2 is a bit more complicated than AT1,3 and 4 (explanations provided in the course outline), further elaboration of the objectives and procedures may be necessary.

The objectives of AT2 are to:

- examine students' understanding of what they have learned in this course:
 - transcription on segmental and suprasegmental level
 - differences between phonemic and phonetic transcription
 - systematic analysis and explanation of accents in the light of phonology
 - recognition of the phonological, phonetic, syntactic, semantic, morphological, and pragmatic features of different varieties of English
- provide a more interactive mode of learning

Instructions for the task:

- Work in groups of four.
- Choose several excerpts of authentic discourse of approx. 15sec (approx. 12 excerpts). – 1 min. (approx.3 excerpts) in length each. Authentic discourse means natural speech. Most materials from the media e.g. radio, TV, film and conversation are examples of natural speech.
- Analyse these segments of discourse with the help of the following questions:
 1. Can the segment(s) be categorised into any of the phonological phenomena I came across in this course?
 2. What phonological rules can I apply in the explanation of this/these phenomena?
 3. What is the function of this tone/intonation in the segment(s)?
 4. Can I compare and explain the phonological differences between the English varieties I am analysing?
 5. Can I find other linguistic differences, e.g., sentence structure, meaning/usage of words etc., between the English varieties that I am analysing?
- Students should try to apply linguistic theories especially phonological theories to the analysis and explanation of the linguistic phenomena.

Oral Part: (15%) *Please do not exceed the time limit!*

The presentation should be **around 40 minutes with 10 minutes for Q & A.**

Written Part: (10%)

The written part is your revised version of the original oral presentation PowerPoint file. After your presentation, you will receive comments from your class and instructor. Revise your file accordingly. In the file, there should be:

Written transcript: Words you hear based on your listening comprehension.

***Phonetic transcript:** The transcript of the actual speech you hear.

***Intonation transcript:** The transcript of the intonation of the discourse.

Analysis: Discuss segmental and suprasegmental features of selected excerpts, provide detailed analysis of the phonological phenomena, and explain with the application of phonological rules.

There is no word limit to this part. But as an estimation, there should be at least 40 slides in your presentation.

**Phonetic and intonation transcripts are not applicable to the analysis of linguistic features other than phonetics and phonology. For the analysis of other linguistic areas, you may explain your points using the written transcript.*