

LT5401: PHONETICS AND PHONOLOGY

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Phonetics and Phonology

Subject Code

LT - Linguistics and Translation

Course Number

5401

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5401 Phonetics and Phonology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course covers two areas of the study of sounds of languages, phonetics and phonology, and their interrelationship. Phonetics, the study of the articulatory, acoustic and physiological properties of speech sounds, provides the basis for

phonological analysis of the structures and patterns of the sounds in languages. Also dealt with in the course are the methods of analysis of phonetic and phonological data in a variety of languages.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply competently the knowledge of phonetics and phonology (i) to carry out analysis of phonetic data and (ii) to derive sound patterns and to formulate phonological rules in languages.		x	x	x
2	Describe phonetic properties of sounds in languages and use the method of transcribing sounds using the International Phonetic Alphabet (IPA).		x	x	x
3	Analyze structural aspects of sound systems and use different methods of formulation of phonological rules and derivation of sound patterns in languages.		x	x	x
4	Be able to conduct research and design innovative applications of phonetics and phonology to language teaching, speech therapy, and speech communication.		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	Lectures	Students will engage with (i) presentation of phonetic properties of speech sounds in languages and the IPA symbols; (ii) audio-visual demonstrations of the articulatory and phonatory characteristics of speech sounds; and (iii) presentation of the interrelationship between phonetics and phonology and methods of phonological analysis of phonetic data.	1, 2, 3, 4	
2	In-class practice and discussion	Students will participate in (i) practice exercises for (a) transcribing speech sounds using the IPA symbols and (b) phonological analysis of phonetic data; and (ii) discussion of (a) solutions to the problems of phonetic and phonological analysis and (b) explanations of phonetic and phonological concepts and interpretation of results of data analysis.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?	
1	Two take-home assignments, including practice with (i) IPA transcription of speech sounds and phonetic description of the sounds and sound systems of languages, and/ or (ii) analysis of phonetic data for phonological rules and sound patterns in languages. (10% x 2)	1, 2, 3, 4	20	Students can use GenAI tools to brainstorm, gather information, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
2	Research experience: written reflection on participating in an experimental linguistic study as a human subject, or on implementing the design and analysis of a published experimental linguistic study.	4	10	Students can use GenAI tools to brainstorm, gather information, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

3	Term paper: description of the phonetic and phonological characteristics of the sounds and sound system of a language.	1, 2, 3, 4	30	Students can use GenAI tools to brainstorm, gather information, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
4	Final quiz (2-hour): (i) application of the knowledge of phonetics and phonology to the study of sounds and sound systems of languages, (ii) proficiency in transcribing speech sounds using the IPA symbols and (iii) ability to solve phonological problems and make phonological generalizations.	1, 2, 3, 4	40	This is a summative assessment task.	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Take-home assignments

Criterion

1.1. Capacity for self-directed learning to perform phonetic and phonological analysis

Excellent (A+, A, A-)

Excellent analytical ability

Good (B+, B, B-)

Good analytical ability

Fair (C+, C, C-)

Average analytical ability

Marginal (D)

Limited analytical ability

Failure (F)

Poor analytical ability

Assessment Task

Take-home assignments

Criterion

1.2. Proficiency in IPA transcription of speech sounds

Excellent (A+, A, A-)

Full knowledge of the IPA symbols and excellent skill in phonetic transcription

Good (B+, B, B-)

Good knowledge of the IPA symbols and good skill in phonetic transcription

Fair (C+, C, C-)

Some knowledge of the IPA symbols and average skill in phonetic transcription

Marginal (D)

Minimal knowledge of the IPA symbols and limited skill in phonetic transcription

Failure (F)

No knowledge of the IPA symbols and poor skill in phonetic transcription

Assessment Task

Research experience

Criterion

2.1. Engagement with and ability to make effective presentation of the research experience

Excellent (A+, A, A-)

Excellent skill in summarizing the research experience and making connections with course material

Good (B+, B, B-)

Good skill in summarizing the research experience and making connections with course material

Fair (C+, C, C-)

Average skill in summarizing the research experience and making connections with course material

Marginal (D)

Minimal skill in summarizing the research experience and making connections with course material

Failure (F)

No clear skill in summarizing the research experience or in making connections with course material

Assessment Task

Term paper

Criterion

3.1. Ability to make lucid and effective presentation of the phonetic and phonological characteristics of the sounds and sound system of a language

Excellent (A+, A, A-)

Excellent writing skill in presenting ideas and arguments

Good (B+, B, B-)

Good writing skill in presenting ideas and arguments

Fair (C+, C, C-)

Average writing skill in presenting ideas and arguments

Marginal (D)

Limited writing skill in presenting ideas and arguments

Failure (F)

Poor writing skill in presenting ideas and arguments

Assessment Task

Term paper

Criterion

3.2. Application of the integrated knowledge of phonetics and phonology (i) to analyze phonetic data and (ii) to derive sound patterns and formulate phonological rules in a language

Excellent (A+, A, A-)

Show profound phonetic and phonological knowledge of the language being described

Good (B+, B, B-)

Show good knowledge of the phonetics and phonology of the language being described

Fair (C+, C, C-)

Show some knowledge of the phonetics and phonology of the language being described

Marginal (D)

Show minimal knowledge of phonetics and phonology of the language being described

Failure (F)

Show no knowledge of the phonetics and phonology of the language being described

Assessment Task

Final quiz

Criterion

4.1 Application of theories and concepts of phonetics and phonology in the study of sounds and sound systems of languages

Excellent (A+, A, A-)

Excellent competence in the application of phonetic and phonological knowledge

Good (B+, B, B-)

Good competence in the application of phonetic and phonological knowledge

Fair (C+, C, C-)

Average competence in the application of phonetic and phonological knowledge

Marginal (D)

Limited competence in the application of phonetic and phonological knowledge

Failure (F)

No competence in the application of phonetic and phonological knowledge

Assessment Task

Final quiz

Criterion

4.2. Demonstration of command of the subject matters and course content

Excellent (A+, A, A-)

Excellent command of the subject matters and course content

Good (B+, B, B-)

Good command of the subject matters and course content

Fair (C+, C, C-)

Average command of the subject matters and course content

Marginal (D)

Limited command of the subject matters and course content

Failure (F)

No command of the subject matters and course content

Part III Other Information

Keyword Syllabus

Articulatory phonetics, speech sound segments (consonants, vowels, glides diphthongs), suprasegmentals (tones, stress, intonation), International Phonetic Alphabet (IPA symbols), phonetic and phonological representations, phonological data analysis, phonological theories.

Reading List

Compulsory Readings

Title	
1	Ladefoged, Peter and Keith Johnson (2015). A Course in Phonetics (7th ed.). Stamford, CT: Cengage Learning.
2	International Phonetic Association (1999). Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet. Cambridge: Cambridge University Press.
3	Hayes, Bruce (2009). Introductory Phonology. Oxford: Wiley-Blackwell.

Additional Readings

Title	
1	Catford, John C. (2001). A Practical Introduction to Phonetics (2nd ed.). Oxford: Oxford University Press.
2	Goldsmith, John, Jason Riggle, and Alan C. L. Yu (eds.) (2014). The Handbook of Phonological Theory (2nd ed.). Chichester: Wiley-Blackwell.
3	Davenport, Mike and S. J. Hannahs (2020). Introducing Phonetics and Phonology (4th ed.). Oxford: Routledge.
4	Dawson, Hope C. and Michael Phelan (2016). Language Files: Materials for an Introduction to Language and Linguistics (12th ed.). Columbus: Ohio State University Press.
5	de Lacy, Paul (ed.) (2007). The Cambridge Handbook of Phonology. Cambridge: Cambridge University Press.
6	Gussenhoven, Carlos and Haïke Jacobs (2017). Understanding Phonology (4th ed.). Oxford: Routledge.
7	Hardcastle, William J., John Laver, and Fiona E. Gibbon (eds.) (2010). The Handbook of Phonetic Sciences (2nd ed.) Chichester: Wiley-Blackwell.
8	Kenstowicz, Michael (1994). Phonology in Generative Grammar. Oxford: Blackwell Publishers.
9	Ladefoged, Peter and Sandra Ferrari Disner (2012). Vowels and Consonants (3rd ed.) Malden, MA: Wiley-Blackwell.
10	Ladefoged, Peter and Ian Maddieson (1996). The Sounds of the World's Languages. Oxford: Blackwell Publishers.
11	Pullum, Geoffrey K. and William A. Ladusaw (1996). Phonetic Symbol Guide (2nd ed.). Chicago: The University of Chicago Press.
12	Roach, Peter (2009). English Phonetics and Phonology (4th ed.). Cambridge: Cambridge University Press.
13	UCLA Phonetics Lab's data on the sounds of the world's languages: http://www.phonetics.ucla.edu/index/sounds.html
14	Journal of the International Phonetic Association: https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association
15	Website of the International Phonetic Association: http://www.internationalphoneticassociation.org