

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2025-26

Course Code:	LING5101A
Title in English:	Foundations in Linguistics I: Phonetics and Phonology
Title in Chinese:	語音學基礎 I: 語音學與音系學
Course Description:	
<p>This course introduces students to a unified approach to language as a complex structure represented in the minds of its speakers. Empirical linguistic data will be drawn across languages to enable students to understand the intimate relation between language and the human mind. On the basis of this understanding, students are led to explore the core areas of linguistics. The exploration starts with natural language sound systems and phonological components of grammar. These will be explained with basic concepts and recent theoretical advances in linguistic studies alongside new findings in language acquisition. Students will learn to apply these concepts and ideas to tackle linguistic problems.</p> <p>Phonetics is the systematic study of how human speech sounds are produced in the vocal tract, transmitted through the air, and perceived by the human ear and brain. While phonetics can be studied in various ways, this course will mainly adopt an impressionistic approach.</p> <p>Phonology is the study of sound patterns in language. While closely related to phonetics, phonology has a different focus: it is concerned with the function, behavior and organization of speech sounds as linguistic units, rather than the production, perception and classification of speech sounds as physical entities.</p> <p>This course is designed to introduce students to the basic concepts in phonetics and phonology, and to develop their understanding of the importance of phonetics and phonology in language studies and language-related sciences. Students will learn how to recognize, produce, transcribe, classify speech sounds, and analyze sound patterns.</p>	

Course Syllabus

Topic	Contents/fundamental concepts
Physiology of speech	The vocal tract and articulatory organs, the ear, the brain
Speech initiation	Pulmonic, glottalic, velaric mechanisms
Speech phonation	Glottal settings and phonation types
Speech articulation	Places and manners of articulation, double and secondary articulations
IPA	The organizing principles of the IPA, broad and narrow transcription
Distribution	Complementary / parallel / defective distribution, free variation
Phonological units	Segmental & suprasegmental units, distinctive feature, phoneme, allophone
Phoneme sequences	Consonant clusters, vowel hiatus, phonotactics
Syllable structure	Onset, rhyme, nucleus, coda, sonority
Phonological processes	Palatalization, velar softening, spirantization, syncope, apocope, etc.
Phonological representation	Surface representation, underlying representation, rules, rule ordering
Phonological acquisition	Fronting, glottaling, stopping, coalescence, etc.

Learning outcomes

<p>By the end of the term, students should be able to:</p> <ol style="list-style-type: none"> 1. Classify speech sounds according to articulatory criteria; 2. Use phonetic transcription to learn the pronunciation of new words; 3. Recognize and analyze the phonological structure of the word; 4. Apply phonological concepts to data analysis.
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Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	100%

Learning activities

Lecture	Interactive tutorial	Reading	Assignments	Final project
(hr/week) in class	(hr/week) in class	(hr/week) out class	(hr/week) out class	(hr/week) out class
2 hours	1 hour	10 hours	5 hours	
Mandatory	Mandatory	Mandatory	Mandatory	

Assessment scheme

Assessment		
Task nature	Description	Percentage
Weekly assignments	Group assessments (No more than 3 students in each group)	30%
Midterm tests October 11 November 8	Individual assessments (1 hour each)	30%
Final exam December 6	Individual assessment (3 hours)	40%

Required and recommended readings

<p>Required readings:</p> <p>Cruttenden, Alan (2014). <i>Gimson's pronunciation of English</i>. New York: Routledge.</p> <p>Davenport, Michael, & Hannahs, S. J. (2020). <i>Introducing phonetics & phonology</i>. London: Routledge.</p> <p>Lin, Y.-H. (2007). <i>The sounds of Chinese</i>. Cambridge, UK ; New York: Cambridge University Press.</p> <p>Roach, P. (2009). <i>English phonetics and phonology: A practical course</i> (4th ed.). Cambridge: Cambridge University Press.</p> <p>Recommended readings:</p> <p>Abercrombie, D. (1982). <i>Elements of general phonetics</i>. Edinburgh: University Press.</p> <p>Ashby, P. (1995). <i>Speech sounds</i>. London: Routledge.</p> <p>Brown, A. (1991). <i>Teaching English pronunciation: a book of readings</i>. London; New York: Routledge.</p> <p>Brown, A. (1991). <i>Pronunciation models</i>. Singapore: Singapore University Press.</p> <p>Brown, A. (1992). <i>Approaches to pronunciation teaching</i>. Uk: Modern English Publications in association with the British Council.</p> <p>Carney, Edward. (1994). <i>A Survey of English Spelling</i>. London: Routledge.</p> <p>Catford, J. C. (2001). <i>A practical introduction to phonetics</i>. Oxford: Clarendon Press.</p> <p>Celce-Murcia, M., Brinton, D., & Goodwin, J. M. (2010). <i>Teaching pronunciation: A course book and</i></p>

reference guide. Cambridge; New York: Cambridge University Press.

Clark, J., & Yallop, C. (2000). *An introduction to phonetics and phonology*. Beijing: Foreign Language and Research Press.

Dickerson, W. B. (1994). Empowering students with predictive skills. In J. Morley (Ed.), *Pronunciation pedagogy and theory: new views, new directions* (pp. 17-35). Alexandria, Va.: Teachers of English to Speakers of Other Languages.

Duanmu, San (2007). *The phonology of standard Chinese* (2nd ed.). Oxford; New York: Oxford University Press.

Goodwin, G., Brinton, D., & Celce-Murcia, M. (1994). Pronunciation assessment in the ESL/EFL curriculum. In J. Morley (Ed.), *Pronunciation pedagogy and theory: new views, new directions* (pp. 3-16). Alexandria, Va.: Teachers of English to Speakers of Other Languages.

Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet. (1999). Cambridge University Press.

Hawkins, P. (1992). *Introducing Phonology*. London: Routledge.

Ladefoged, P., Johnson, K. (2011). *A course in phonetics*. Wadsworth.

Software

Praat (for acoustic analysis) www.praat.org

Phonetic fonts

IPA extensions Windows

CharisSIL www.praat.org

DoulosSIL www.praat.org

Phonetic keyboard <http://weston.ruter.net/projects/ipa-chart/view/keyboard/>

IPA help (learning software) www.sil.org

Online dictionaries

etymology: <http://www.etymonline.com/>

Oxford Advanced Learner's <http://oxfordlearnersdictionaries.com/>

Links <http://www2.gsu.edu/~eslsal/phdlinkcont.html>

Feedback for evaluation

To ensure the quality of teaching and learning, students' views and comments are most valuable. Beside formal feedback at the end of the semester, I would appreciate that students give their feedback any time during the semester so that I can act immediately to improve teaching. Suggestions can be made through oral communication or email, either individually or by a group.

Grade Descriptors

A Outstanding performance on all learning outcomes. A thorough grasp of the subject as demonstrated by consistently high marks of the assignments, quizzes and transcriptions. Ample evidence of familiarity with relevant reading. Students can apply the knowledge in analyzing new speech data accurately.

B High performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall good performance. A generally good grasp of the subject as demonstrated by good marks of the assignments, quizzes and transcriptions. Some evidence of

	familiarity with relevant reading. Students can generally apply the knowledge in analyzing new speech data.
C	Satisfactory performance on some learning outcomes, possibly with a few weaknesses. A basic grasp of the subject as demonstrated by average marks of the assignments, quizzes and transcriptions.
D	Barely satisfactory performance on a number of learning outcomes. Insufficient grasp of the subject as demonstrated by poor marks of the assignments, quizzes and transcriptions.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Course schedule

Class/ week	Date	Topic	Requirements
1	September 6	Introduction; syllable, stress, segment; IPA symbols; consonants and vowels; transcription and spelling.	Chapters 1, 2 & 5, Davenport and Hannahs (2020)
2	September 13	Segmental units I: places of articulation, voicing, IPA consonant chart, airstream mechanisms, phonation types,	Reading: Chapter 3 & 5, Davenport and Hannahs (2020)
3	September 20	Segmental units II: manners of articulation; IPA consonant chart	Reading: Chapter 3 & 5, Davenport and Hannahs (2020)
4	September 27	Segmental units III: vowels; height, advancement, rounding, cardinal vowels; IPA vowel chart	Reading: Chapter 4 & 5, Davenport and Hannahs (2020)
5	October 4	Segmental Units IV: graphology	Carney (1997) <i>English spelling</i> .
6	October 11	Midterm test 1 (coverage: Units 1-4) Suprasegmental units I: syllable, stress, rhythm, weak forms, phonotactics	Chapter 6, Davenport and Hannahs (2020)
7	October 18	Suprasegmental units I: tone, intonation	Chapter 6, Davenport and Hannahs (2020)
8	October 25	Distinctive features	Chapter 7, Davenport and Hannahs (2020)
9	November 1	Phonemic analysis, phoneme, allophone, levels, functional load	Chapter 8, Davenport and Hannahs (2020)
10	November 8	Midterm test 2 (coverage: Units 5-8) Phonological processes, alternations, rules, neutralization	Chapter 9, Davenport and Hannahs (2020)
11	November 15	Phonological structure, feature geometry, underspecification, autosegments	Chapter 10, Davenport and Hannahs (2020)
12	November 22	Phonological acquisition, contrastive analysis, error analysis, interlanguage	Chapter 10, Hawkins (1984)
13	November 29	Derivational analysis, abstractness, rule ordering	Chapter 11, Davenport and Hannahs (2020)
14	December 6	Final examination	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	FU Baoning
Email:	baoning@cuhk.edu.hk
Teaching Venue:	WMY505, 9:30-12:15, Saturday

Teaching Assistant/Tutor:	
Name:	WANG Zhuoqun
Office Location:	G28, Leung Kau Kui Building
Email:	zhuoqunwang@cuhk.edu.hk
Name:	LIU Zhan
Office Location:	G28, Leung Kau Kui Building
Email:	jamesliu@cuhk.edu.hk

Details of course website

A Blackboard account has been set up for students to access information of the course LING5101B on Blackboard eLearning System: <https://blackboard.cuhk.edu.hk/>

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned

should be obtained prior to the submission of the piece of work.

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Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

All use of AI tools is prohibited in assignments and assessment tasks.