

The Phonological Aspect of Hong Kong English and Intelligibility

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Abstract

This project attempts to identify the problematic features of Hong Kong English, followed by suggestion of pedagogy to help people improve their speech. This research is mainly comprised of three parts: literature reviews, interviews, and pedagogical suggestions. For the first part, I have identified the problematic features of Hong Kong English from literature reviews and summarized linguists' opinions on whether the features affect intelligibility. Following that, I had conducted interviews with teachers to find out their opinions on Hong Kong English and intelligibility, so that I can compare and contrast these results from both linguists and teachers to spot some general trends. Finally, after looking at the problematic features, pedagogical practices would be suggested to correct the problems. It brings pedagogical implications to English teachers in Hong Kong, as well as insights to researches of Hong Kong English.

Reflection on the capstone project

The relationship between this project and my post-degree plan is that it helped me better understand the influential factors that affect the intelligibility of Hong Kong English. Besides, it trained me to think alike to a speech therapist. Throughout the process of doing this project, I have been doing what a speech therapist has to do—identifying problems and suggesting pedagogy.