Part I

Programme Title : Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level : 5
Course Title : Teaching Pronunciation
Course Code : ENG3399
Department : Department of English Language Education (ELE)
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Introduction to English Phonetics and Phonology (ENG1326)
Medium of Instruction : English
Course Level : 3

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Course Synopsis**

This course enables students to develop practical pedagogical strategies and skills for teaching phonics and pronunciation in a purposeful and contextualised manner in primary and secondary school classrooms in Hong Kong. Students will micro-teach to try out teaching strategies and ideas gained from the course.

2. **Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

- **CILO**1  Demonstrate understanding of the rationale and principles of teaching of phonics and pronunciation, and how this teaching supports students’ overall language development; [PILO4 (SPK1)]; and
- **CILO**2  Plan, design and implement English language lessons with a focus on helping school students develop knowledge and competence in phonics and pronunciation. [PILO6 (SPK3)].

3. **Course Intended Language Learning Outcomes (CILLOs)**

*Upon completion of this course, students will be able to:*

- **CILLO**1  Demonstrate greater awareness of and abilities in application of phonics and phonological knowledge and skills to enhance communicative competence. [PILO3 (SK3)]

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Key principles of phonics and pronunciation teaching; Significance of phonemic and phonological awareness in the development of communicative competence</td>
<td>CILO1 CILLO1</td>
<td>Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection</td>
</tr>
<tr>
<td>● Phonology and language learning-relating pronunciation to grammar and discourse; listening and speaking, and reading and writing</td>
<td>CILO2</td>
<td>Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection</td>
</tr>
<tr>
<td>● Planning English language lessons with a focus on teaching phonics and/or pronunciation; Writing appropriate learning objectives for purposeful and contextualised</td>
<td>CILO2</td>
<td>Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection</td>
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pronunciation teaching and learning reflection

- Micro-teaching to try out teaching strategies and classroom language; Lecturer and peer feedback to support reflection of the effectiveness of implementation

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<tr>
<th>CILOs 1 &amp; 2 CILLO</th>
<th>Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection</th>
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- Analysis of pronunciation problems encountered by ESL learners; Giving feedback on students' pronunciation performance

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<tr>
<th>CILOs 1 &amp; 2 CILLO</th>
<th>Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection</th>
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5. **Assessment**

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<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
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<tbody>
<tr>
<td>(a) Group presentation on analysis of ESL learners’ pronunciation and suggestions of teaching strategies to enhance learners’ pronunciation awareness and development</td>
<td>30%</td>
<td>CILOs 1 &amp; 2</td>
</tr>
<tr>
<td>(b) Group micro-teaching of one segmental and one suprasegmental features chosen from a textbook unit</td>
<td>30%</td>
<td>CILOs 1 &amp; 2</td>
</tr>
<tr>
<td>(c) Individual written essay discussing phonological issues and making pedagogical suggestions</td>
<td>40%</td>
<td>CILLO 1</td>
</tr>
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6. **Required Text(s)**

- Nil

7. **Recommended Readings**


8. Related Web Resources

http://www.hkedcity.net/english/phonics/

http://www.genkienglish.net/phonics.htm

http://www.eslgold.net/pronunciation/teaching_pronunciation.html

http://www.eslflow.com/pronunciationlessonplans.html

http://www.teachingenglish.org.uk/category/teaching-area/pronunciation

http://www.teachingenglish.org.uk/download/pron_chart/pron_chart.shtml#free

http://myweb.tiscali.co.uk/wordscape/wordlist/

9. Related Journals

ELT Journal

Journal of Language Teaching and Research

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students
Students should familiarize themselves with the Policy.

11. Others

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018