## Part I

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|---|---|---|
| **Programme Title** | : | Certificate in Professional Development Programme on Effective Strategies to Develop Primary Students' Pronunciation and Speaking Skills in ESL/EFL Classrooms |
| **Programme QF Level** | : | 6 |
| **Course Title** | : | Effective Strategies to Develop Primary Students' Pronunciation and Speaking Skills in ESL/EFL Classrooms |
| **Course Code** | : | ENG5456 |
| **Department** | : | Department of English Language Education (ELE) |
| **Credit Points** | : | 3 |
| **Contact Hours** | : | 30 (Including 6 on-campus Learning Activities) |
| **Pre-requisite(s)** | : | Nil |
| **Medium of Instruction** | : | English |
| **Course Level** | : | 5 |

## 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 is designed to help ESL/EFL teachers at primary level diagnose their pronunciation issues using technology-enhanced methods and introduce effective strategies to develop their students' pronunciation and speaking skills. Participants will have the opportunity to share their perceptions, practices, and challenges in teaching speaking and pronunciation to young learners. Upon completion of the diagnosis, the course will explore the segmental and suprasegmental aspects of pronunciation. By utilising the speech technology and research-informed strategies introduced in this course, participants will be able to integrate their knowledge into planning speaking and pronunciation lessons and demonstrate their learning at the end of the programme.

## 2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$     Recognise ESL/EFL teachers' perception, practices and challenges in speaking and pronunciation teaching in ESL/EFL classrooms;

CILO$_2$     Identify their pronunciation issues with technology-enhanced methods;

CILO$_3$     Demonstrate understanding of segmental and suprasegmental aspects of pronunciation; and

CILO$_4$     Use speech technology and research-informed strategies in planning a speaking lesson.

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

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

CILLO$_1$     Use spoken and written English to articulate and discuss concepts and issues related to the use and integration of speech technology and research-informed strategies in primary ELT.

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

| Course Content | CILOs/ CILLOs | Suggested Teaching & Learning Activities |
|---|---|---|
| ● Sharing of ESL/EFL teachers' perception, practices and challenges in speaking and pronunciation teaching in primary ESL/EFL classrooms. | *CILO$_1$* | ▪ Lectures<br>▪ Class activities<br>▪ Group discussions |
| ● Diagnosing ESL/EFL teachers' pronunciation issues with technology-enhanced methods. | *CILO$_2$* | ▪ Workshops<br>▪ Demonstrations |
| ● Enhancing ESL/EFL teachers' awareness in segmental and | *CILO$_3$* | ▪ Lectures<br>▪ Class activities<br>▪ Group discussions |

| suprasegmental aspects of pronunciation. | | |
|---|---|---|
| ● Using speech technology and research-informed strategies in speaking and pronunciation teaching. | *CILO$_4$* | ▪ Lectures<br>▪ Class activities<br>▪ Group discussions |
| ● Planning and developing speaking and pronunciation lessons for ESL/EFL young learners. | *CILO4* | ▪ Lectures<br>▪ Class activities<br>▪ Group discussion and presentation |

## 5. Assessment

| Assessment Tasks | Weighting | CILOs/ CILLOs |
|---|---|---|
| (a) Completion of in-class group work (e.g. group performance and presentations) | Group work 20% | *CILO$_{1,2,4}$*<br>*CILLO$_1$,* |
| (b) Class blog (individual work) | Individual work 25% | *CILO$_{1,2,3,4}$*<br>*CILLO$_1$,* |
| (c) Lesson plans<br>Collaborate and develop a series of 3 speaking lessons to address at least 1 segmental and 1 suprasegmental aspect of pronunciation. | Group work 30% | *CILO$_{3,4}$*<br>*CILLO$_1$,* |
| (d) Oral Presentation<br>Orally present the lesson plans and elucidate the rationale for its design as a group. | Group work, individually assessed 25% | *CILO$_{1,4}$*<br>*CILLO$_1$,* |

## 6. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

N/A

## 8. Recommended Readings

Akkara, S., Anumula, V. S. S., & Mallampalli, M. S. (2020). Impact of WhatsApp

interaction on improving L2 speaking skills. *International Journal of Emerging Technologies in Learning, 15*(3), 250–259. https://doi.org/10.3991/ijet.v15i03.11534

Amalia, I. (2020). The application of mobile assisted language learning (Mall) in teaching pronunciation. *International Journal of Language Education and Cultural Review, 6*(2), 194–203. https://doi.org/10.21009/IJLECR.062.20

Aratusa, Z., Suriaman, A., Darmawan, D., Marhum, R., Rofiqoh, R., & Nurdin, N. (2022). Students' perceptions on the use of mobile-assisted language learning (MALL) in learning pronunciation. *International Journal of Current Science Research and Review, 5*(7), 2652–2660. https://doi.org/10.47191/ijcsrr/V5-i7-50

Becker, C., & Roos, J. (2016). An approach to creative speaking activities in the young learners' classroom. *Education Inquiry, 7*(1), 13-26. https://doi.org/10.3402/edui.v7.27613

Bensalem, E. (2018). The impact of WhatsApp on EFL students' vocabulary learning. *Arab World English Journal, 9*(1). https://doi.org/10.24093/awej/vol9no1.2

Burns, A., & Siegel, J. (2017). *International perspectives on teaching the four skills in ELT: Listening, speaking, reading, writing* (1st ed.). Springer International Publishing

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide*. New York: Cambridge University Press

Curriculum Development Council. (2004). *English language curriculum guide (Primary 1-6)*. Hong Kong: Government Logistics Department

Curriculum Development Council. (2017). *English language curriculum guide (P1-S6)*. Hong Kong: Government Logistics Department

Deterding, D., Wong, J., & Kirkpatrick, A. (2008). The pronunciation of Hong Kong English. *English World-wide, 29*(2), 148-175. https://doi.org/10.1075/eww.29.2.03det

Fouz-Gonzáles, J. (2020). Using apps for pronunciation training: An empirical evaluation of the English File Pronunciation app. *Language Learning & Technology, 24*(1), 62–85. https://hdl.handle.net/10125/44709

Goh, C. C. M. (2017). Research into practice: Scaffolding learning processes to improve speaking performance. *Language Teaching, 50*(2), 247–260. https://doi.org/10.1017/S0261444816000483

Goh, C. C. Meng., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press

Metruk, R. (2024). Mobile-assisted language learning and pronunciation instruction: A systematic literature review. *Education and Information Technologies*. https://doi.org/10.1007/s10639-024-12453-0

Wells, J. C. (2008). *Longman pronunciation dictionary* (3rd ed.). Longman.

## 9.  Related Web Resources

A corpus-aided English pronunciation teaching and learning system and teacher training
https://corpus.eduhk.hk/english_pronunciation

Development of a flipped corpus-aided spoken English training platform for Chinese learners of English
Corpus-aided English Speaking Learning and Teaching System (eduhk.hk)

Good practices in ELT
https://resources.hkedcity.net/resource_detail.php?rid=1262745452

The Curriculum Development Council, English Section
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html

EdB One-stop Portal for Learning & Teaching Resources
http://minisite.proj.hkedcity.net/edbosp-eng/cht/learning_and_teaching_resources/index.html


## 10. Related Journals

ELT Journal
Journal of Second Language Pronunciation
https://benjamins.com/catalog/jslp
Language Teaching
Language Teaching Research
Modern English Teacher


## 11. 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 (https://www.eduhk.hk/re/uploads/docs/0000000016336798924548BbN5).    Students should familiarize themselves with the Policy.


7 July 2025