

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Introduction to English Phonetics and Phonology
Course Code	: ENG1326
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 1

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 basic understanding of the English sound system by examining its segmental and suprasegmental features. Students will develop phonemic and phonological awareness by looking into how English sounds operate at word and discourse levels.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate a clear understanding of the segmental and suprasegmental features of the English sound system and their respective functions within the language;
- CILO₂ Develop phonemic and phonological awareness as the underlying basis for using phonics to improve their pronunciation skills; and
- CILO₃ Use appropriate terminology in the up-to-date linguistics framework to describe the segmental and suprasegmental features of the English sound system.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Pronounce unfamiliar words with clues from the spelling.
- CILLO₂ Decode phonemic script and read aloud texts with appropriate pronunciation, stress and intonation, and with meaning.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">● Segmentals in English:<ul style="list-style-type: none">➤ Sounds and their alphabetic and phonemic representations➤ Describing English vowels and consonants	<i>CILO_{1,2 & 3}</i> <i>CILLO_{1,2}</i>	Lecture, tutorial, group work, pronunciation practice, online self access IPA tasks, supplementary reading.
<ul style="list-style-type: none">● Suprasegmentals in English:<ul style="list-style-type: none">➤ Syllables and word stress➤ Elision, assimilation and linking➤ Stress, rhythm and intonation in connected speech	<i>CILO_{1,2 & 3}</i> <i>CILLO₂</i>	Lecture, tutorial, group work, pronunciation and read-aloud practice, small group consultation with course lecturer, supplementary reading.
<ul style="list-style-type: none">● Basic contrastive features of the English and Chinese sound systems.	<i>CILO_{1,2}</i> <i>CILLO₂</i>	Lecture, tutorial, group work, student presentation, supplementary reading.

● The importance of phonics and phonological awareness in language learning; Teaching pronunciation.	<i>CILO₁</i> <i>CILO₃</i>	Lecture, tutorial, group work, student presentation, supplementary reading.
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) One mid-term written examination which assesses IPA and phonics	30%	<i>CILO_{1,2}</i> <i>CILLO_{1,2}</i>
(b) One final written examination that assesses overall phonological concepts (segmental and suprasegments), IPA and phonics.	40%	<i>CILO_{1,2 & 3}</i> <i>CILLO_{1,2}</i>
(c) A reading aloud test	30%	<i>CILO_{1,2}</i> <i>CILLO_{1,2}</i>
Students must pass the <u>Reading Aloud</u> test in order to pass the course.		

6. Required Text(s)

Roach, P. (2009). *English phonetics and phonology: A practical course* (4th ed). Cambridge: Cambridge University Press.

7. Recommended Readings

- Blevins, W. (2006). *Phonics from A to Z: A practical guide* (2nd ed.). New York: Scholastics Professional Books.
- Bolton, K. (2003). *Chinese Englishes: A sociolinguistic history*. Cambridge: Cambridge University Press.
- Cambridge English Pronouncing Dictionary*. (2003). Cambridge: Cambridge University Press.
- Carley, P., Mees, I. M., & Collins, B. (2017). *English phonetics and pronunciation practice*. London & New York: Routledge
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: a course book and reference guide*. Cambridge; New York: Cambridge University Press.
- Chan, A. Y. W., & Li, D. C. S. (2000). English and Cantonese phonology in contrast: Explaining Cantonese ESL learners' English pronunciation problems. *Language, Culture and Curriculum*, 13(1), 67-85.
- Collins, B., & Mees, I. M. (2008). *Practical phonetics and phonology: A resource book for students* (2nd ed.). London & New York: Routledge.
- Cruttenden, A. (2014). *Gimson's pronunciation of English* (8th ed). London: Routledge.
- Fox, B. J. (2004). *Word identification strategies: Phonics from a new perspective* (2nd ed.). NJ: Merrill.
- Hancock, M. (1995). *Pronunciation games*. Cambridge: Cambridge University Press.
- Hewings, M. (2004). *Pronunciation practice activities: A resource book for teaching English pronunciation*. Cambridge: Cambridge University Press.
- Kelly, G. (2000). *How to teach pronunciation*. Harlow: Longman.

Ladefoged, P., & Johnson, K. (2014). *A course in phonetics* (7th ed.). Stamford, CT: Cengage Learning.

Ogden, R. (2017). *An introduction to English phonetics* (2nd ed). Edinburgh: EUP.

Stibbard, R. (2004). The spoken English of Hong Kong: A study of co-occurring segmental errors. *Language, Culture and Curriculum*, 17(2), 127-142.

8. Related Web Resources

Phonics:

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

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

Learning phonetic symbols:

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

<http://www.oupchina.com.hk/dict/phonetic/home.swf>

Phonetics or Pronunciation courses / practices:

<http://www.e-pron.com/>

<http://www.englishclub.net/pronunciation/index.htm>

<http://www.oupchina.com.hk/dict/phonetic/home.html>

<http://lc.ust.hk/~material/pl/index.html>

<http://shiporsheep.com/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

<http://www.phonetics.ucla.edu/index.html>

http://www.tolearnenglish.com/cgi2/myexam/liaison.php?liaison=_alphabet_pronunciation

<http://www.cambridge.org/elt/peterroach> (then go to “Download free resources”)

Online dictionaries (with phonetic transcriptions and/or pronunciation demonstration):

<http://dictionary.cambridge.org/>

<http://dictionary.reference.com/>

<http://www.m-w.com/>

<http://en.wiktionary.org/wiki/>

Teaching pronunciation:

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

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

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

International Phonetic Association/Alphabet:

<http://www2.arts.gla.ac.uk/IPA/ipa.html>

http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=encore-ipa-download

<http://www2.elc.polyu.edu.hk/CILL/ipatypewriter.htm>

9. Related Journals

ELT Journal

English World Wide

International Journal of Applied Linguistics

Language, Culture and Curriculum

TESOL Quarterly

World Englishes

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 (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

Nil

09 January 2019