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 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 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:

   CILO$_1$ Demonstrate a clear understanding of the segmental and suprasegmental features of the English sound system and their respective functions within the language;

   CILO$_2$ Develop phonemic and phonological awareness as the underlying basis for using phonics to improve their pronunciation skills; and

   CILO$_3$ 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:

   CILLO$_1$ Pronounce unfamiliar words with clues from the spelling.

   CILLO$_2$ 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
● Segmentals in English: ➢ Sounds and their alphabetic and phonemic representations ➢ Describing English vowels and consonants	*CILO$_{1,2\ \&\ 3}$* *CILLO$_{1,2}$*	Lecture, tutorial, group work, pronunciation practice, online self access IPA tasks, supplementary reading.
● Suprasegmentals in English: ➢ Syllables and word stress ➢ Elision, assimilation and linking ➢ Stress, rhythm and intonation in connected speech	*CILO$_{1,2\ \&\ 3}$* *CILLO$_2$*	Lecture, tutorial, group work, pronunciation and read-aloud practice, small group consultation with course lecturer, supplementary reading.
● Basic contrastive features of the English and Chinese sound systems.	*CILO$_{1,2}$* *CILLO$_2$*	Lecture, tutorial, group work, student presentation, supplementary reading.

	CILO	
● The importance of phonics and phonological awareness in language learning; Teaching pronunciation.	*CILO₁* *CILO₃*	Lecture, tutorial, group work, student presentation, supplementary reading.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) One mid-term written examination which assesses IPA and phonics	30%	*CILO₁,₂* *CILLO₁,₂*
(b) One final written examination that assesses overall phonological concepts (segmental and suprasegments), IPA and phonics.	40%	*CILO₁,₂ & ₃* *CILLO₁,₂*
(c) A reading aloud test	30%	*CILO₁,₂* *CILLO₁,₂*
Students must pass the <u>Reading Aloud</u> test in order to pass the course.		

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)

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

8. 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.

9. 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_prononciation
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

10. Related Journals

ELT Journal
English World Wide
International Journal of Applied Linguistics
Language, Culture and Curriculum
TESOL Quarterly
World Englishes

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025