

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

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 innovative pedagogical strategies and skills for teaching phonics and pronunciation in a purposeful and contextualised manner in primary and secondary English classrooms in Hong Kong. Students will micro-teach to try out the teaching strategies and ideas gained from the course in accordance with diverse ethnical composition and learning needs as part of professional excellence.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate understanding of the rationale and principles of teaching of phonics and pronunciation, and how this teaching as a core part of professional excellence supports students' overall language development and;
- CILO₂ Plan, design and implement innovative English language lessons with a focus on helping school students develop knowledge and competence in phonics and pronunciation in accordance to ethical and social responsibility.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate greater awareness of and abilities in application of phonics and phonological knowledge and skills to enhance communicative competence to cater for diverse learners' needs with a global mindset.

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

| Course Content | CILOs/ CILLOs | Suggested Teaching & Learning Activities |
|--|---|--|
| ● Key principles of phonics and pronunciation teaching; Significance of phonemic and phonological awareness in the development of communicative competence | CILO ₁ CILLO ₁ | Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection |
| ● Phonology and language learning-relating pronunciation to grammar and discourse; listening and speaking, and reading and writing | CILO ₂ | Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection |
| ● Planning English language lessons with a focus on teaching phonics and/or pronunciation; Writing | CILO ₂ | Lecture, seminar, group discussion and presentation, lesson planning, jigsaw |

| | | |
|---|--|--|
| appropriate learning objectives for purposeful and contextualised pronunciation teaching and learning | | reading, micro-teaching, lecturer and peer feedback, reflection |
| ● Micro-teaching to try out teaching strategies and classroom language; Lecturer and peer feedback to support reflection of the effectiveness of implementation | <i>CILO_{S1 & 2}</i> <i>CILLO₁</i> | Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection |
| ● Analysis of pronunciation problems encountered by ESL learners; Giving feedback on students' pronunciation performance | <i>CILO_{S1 & 2}</i> | Lecture, seminar, group discussion and presentation, lesson planning, jigsaw reading, micro-teaching, lecturer and peer feedback, reflection |

5. Assessment

| Assessment Tasks | Weighting | CILOs/ CILLOs |
|---|-----------|----------------------------------|
| (a) Group presentation on analysis of ESL learners' pronunciation and suggestions of teaching strategies to enhance learners' pronunciation awareness and development | 30% | <i>CILO_{S1 & 2}</i> |
| (b) Group micro-teaching of one segmental and one suprasegmental features chosen from a textbook unit | 30% | <i>CILO_{S1 & 2}</i> |
| (c) Individual written essay discussing phonological issues and making pedagogical suggestions | 40% | <i>CILLO₁</i> |

6. Required Text(s)

Nil

7. Recommended Readings

- Blevins, W. (2006). *Phonics from A to Z: A practical guide* (2nd ed). N.Y.: Scholastics Professional Books.
- Brown, A. (2014). *Pronunciation and phonetics: A practical guide for English language teachers*. New York: Routledge.
- Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (2010). *Teaching pronunciation: A reference for teachers of English to speakers of other languages* (2nd ed). Cambridge, New York: Cambridge University Press.
- Chela-Flores, B. (2001). *Fundamentals in teaching pronunciation: The rhythm and intonation of English*. McHenry, IL: Delta Publishing Company.
- Curriculum Development Institute. (2011). *When language arts meets phonics: Phonics in action at junior secondary level (Handbook for English teachers)*. Hong Kong:

- English Language Education Section, Curriculum Development Institute, Education Bureau.
- Grant, L. (2014). (Ed.). *Pronunciation myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.
- Featherstone, S. (2009). *The little book of phonics: Ideas for phonic activities for the foundation*. London: A&C Black.
- 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.
- Johnston, R.S. & Watson, J. (2007). *Teaching synthetic phonics*. Exeter [England]: Learning Matters.
- Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.
- Lane, L. (2010). *Tips for teaching pronunciation: A practical approach*. New York: Pearson Longman.
- Low, E.L. (2015). *Pronunciation for English as an international language from research to practice*. New York: Routledge.
- Murphy, J.M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, 42, 258-269. [doi: 10.1016/j.system.2013.12.007]
- Pang-Lam, Y.H., Luk, C.M., & Tse-Tso, Y.W. (2001). *Integrating phonics teaching into the primary English curriculum*. Hong Kong: The Hong Kong Institute of Education.
- Pennington, M.C. (1996). *Phonology in English language teaching: An international perspective*. London: Longman Pub.
- Tergujeff, E. (2012). English pronunciation teaching: Four case studies from Finland. *Journal of Language Teaching and Research*, 3(4), 599-607. [doi:10.4304/jltr.3.4.599-607]
- Underhill, A. (2005). *Sound foundations: Learning and teaching pronunciation*. Oxford: Macmillan Education.

8. Related Web Resources

- <http://www.genkienglish.net/phonics.htm>
- <http://eslgold.com/pronunciation/>
- <http://www.eslflow.com/pronunciationlessonplans.html>
- 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 Second Language Pronunciation

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

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

30 Dec 2018