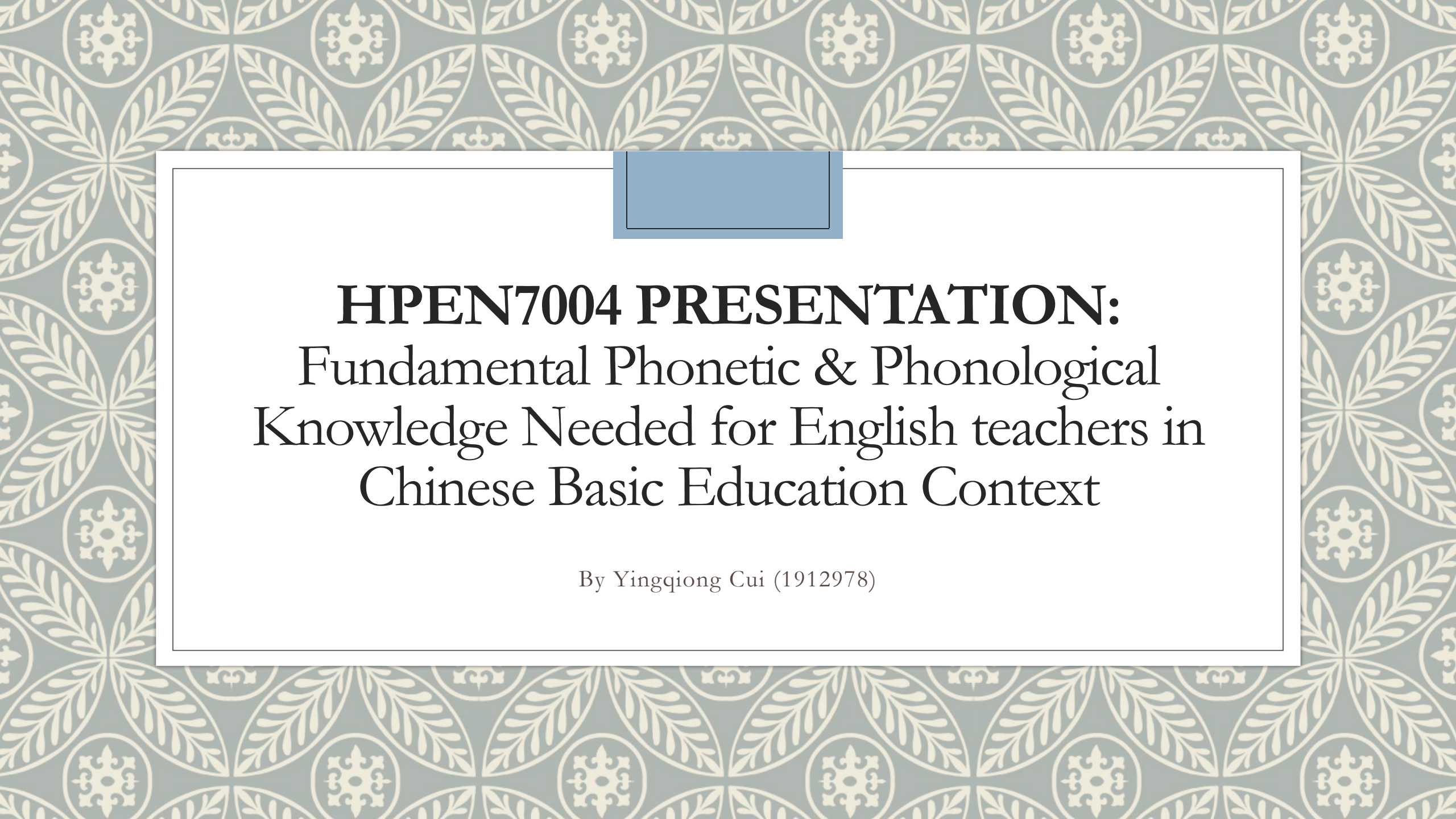




HPEN7004 PRESENTATION:

Fundamental Phonetic & Phonological Knowledge Needed for English teachers in Chinese Basic Education Context

By Yingqiong Cui (1912978)

Provisional research project :

“Enquiry into Pre-service English Teachers’ Phonological Awareness and Teaching Practice in Chinese Basic Education Context”



RATIONALE

- Relative less research attention to EFL teachers’ phonological awareness (PA)
- Unclear space about preservice teachers’ actual relevant knowledge level and instruction practice
- Gap between teacher education course content and practical pedagogical knowledge demands

Rationale

Phonological Awareness:
a type of meta-cognitive
skill for identifying and
working with sound
structure in languages (adapted
from Yeung, S.S. & Chan, C.K.K., 2013.)

Segmental level/
phonemic

Suprasegmental level/
prosodic

Learners' phonological
awareness

Rich outcome

Teachers' phonological
awareness

Relatively less
exploration

Rationale

Chinese EFL
context at Basic
Education Level

Primary Schools:
Grade 3-6

Junior Secondary
Schools: Grade 7-9

Curriculum Requirement:
starter-level in English

Eg.

Pronunciation (Band 2):

Correct pronunciation of 26 letters,
vowels in words, letter combinations in
stressed syllables, etc.

Vocabulary (Band 2):

Mastery of 423 core words listed and
another 200-300 words flexibly selected
from graded vocabulary list.

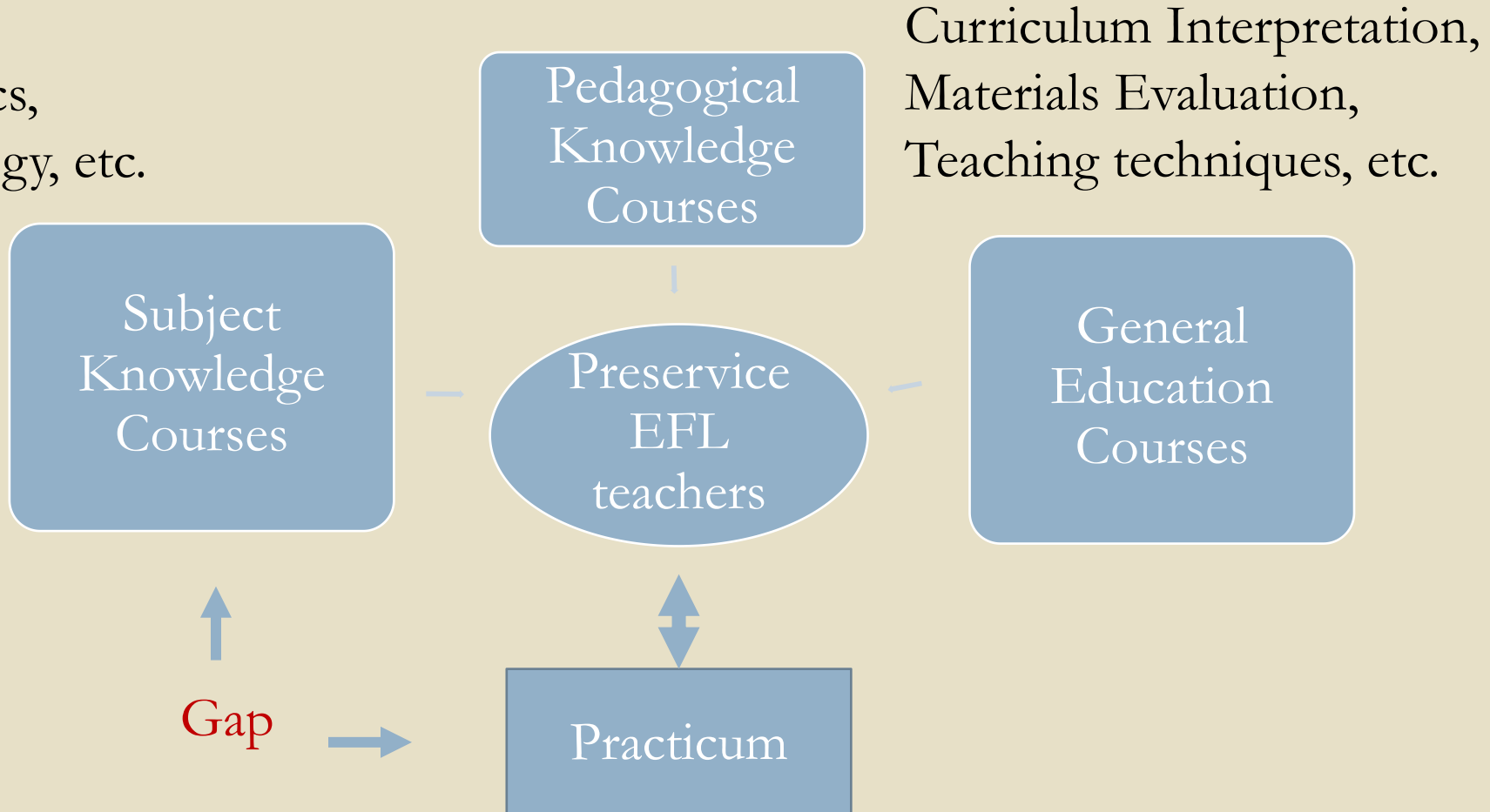
(adapted from English Course Standards designed
by MOE, China)

Preservice Teachers

How do they approach to
effective instruction to support
students' early English learning?

Rationale

Phonetics,
Phonology, etc.



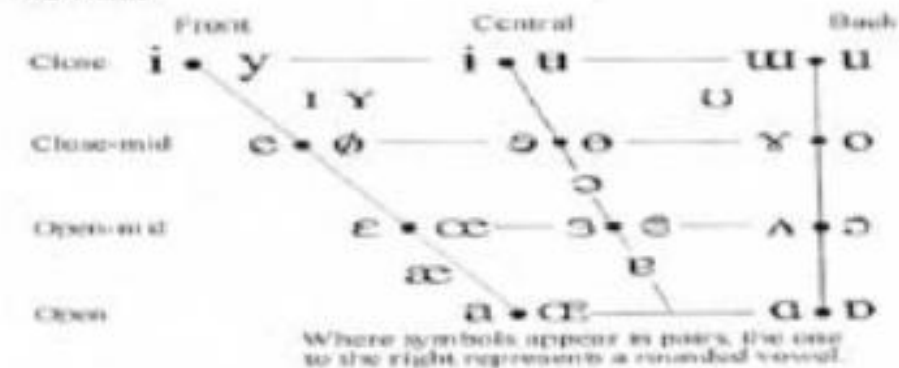


RELEVANT KNOWLEDGE CONSTRUCTS

- Phonemes
- Phonics
- Prosody

Phonemes

VOWELS



consonants
vowels

phonetic
knowledge

phonological
knowledge

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC)											© 2005 IFV											
	Bilabial		Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal										
Plosive	p	b			t	d	ʈ	ɖ	c	ɟ	k	ɡ	q	ɢ			ʔ					
Nasal		m		ɱ		n		ɳ		ɲ		ŋ		ɴ								
Trill		ʙ				r						ʀ										
Tap or Flap				ɹ			ɽ															
Fricative	ɸ	β	f	v	θ	ð	s	z	ʃ	ʒ	ʂ	ʐ	ç	ʝ	x	ɣ	χ	ʁ	ħ	ʕ	h	ɦ
Lateral fricative							ɬ	ɮ														
Approximant				ʋ			ɹ				ɻ		j		ɰ							
Lateral approximant							l				ɭ		ʎ		ʟ							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

“tape” : aspirated / t^h /
“stop” : unaspirated / t /.

Phonics

Phonics: An efficient teaching technique that teachers or parents use to help children to establish the connections between morphemes and phonemes so that they can embark on independent-reading early. (adapted from Harmer, J. 2007. *The Practice of English Language Teaching*. Harlow: Person Education Longman)

4 Listen and repeat. 听一听，读一读。

A	A Dale Grace	F
E	B C D E G evening	F

4 Read the letters and words in Column A. Then try to read the new words in Column B. 朗读A栏的字母和单词。试试朗读B栏的生词。

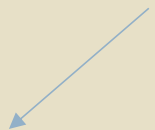
A	B
A A Dale Grace	age
Frank thanks	hand
E B C D E G evening	he
F Helen	bed

Pictures taken from Editorial Committee for the Coursebook, 2006, The Chinese Edition of *Go for it!* Book A for Grade 7. Beijing: People's Education Press, Boston: Thomson Learning.

Phonics



oo



poor



pool



Advantage:

efficiency

Limitations:



exception cases,
language input restriction



Prosody

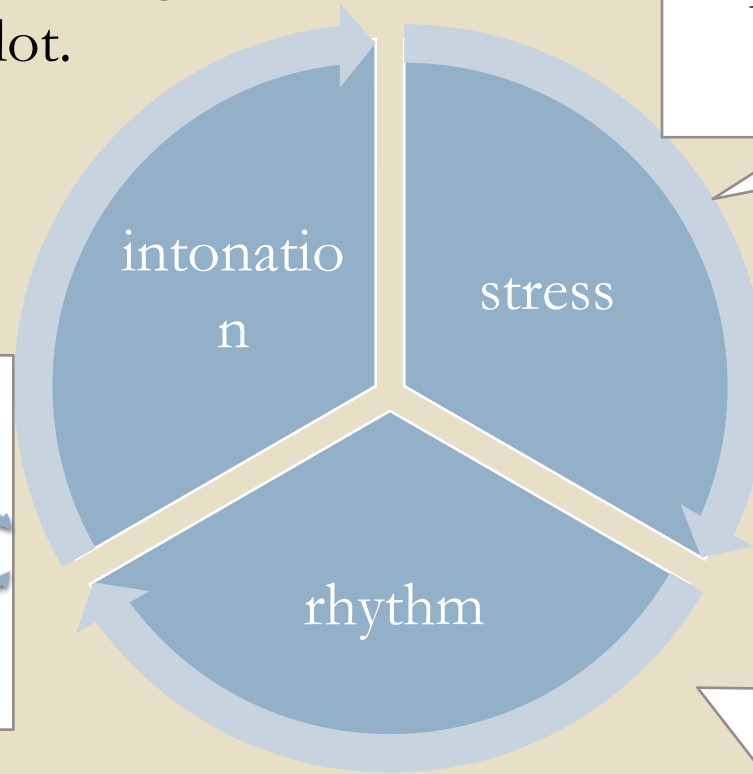
Emphasising the **subject**: not someone else.

Emphasising the **time**: not other time slot.

“*I* had a conversation with him yesterday.”

“I had a conversation with him *yesterday*.”

We’ll go to London tomorrow.
We’ll go to London tomorrow?



Trochaic Metrical Foot: A basic rhythmic pattern is made up of a stressed syllable followed by zero or more unstressed syllables (Carr, 2019:91).

Eg. “made in China” /’meidin ‘tʃaɪnə/

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- Carr, P. 2019. *English Phonetics and Phonology : An Introduction*, John Wiley & Sons, Incorporated, ProQuest Ebook Central,
<https://ebookcentral.proquest.com/lib/trinity/detail.action?docID=5904683>.
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Thanks for
watching!

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