



FACULTY OF HEALTH SCIENCES AND SPORTS
BACHELOR OF SCIENCE IN SPEECH-LANGUAGE THERAPY
LEARNING MODULE OUTLINE

Academic Year	2025/2026	Semester	1
Module Code	STAD2101		
Learning Module	Articulation/Phonological Disorders		
Pre-requisite(s)	Nil		
Medium of Instruction	Chinese/ English		
Credits	4	Contact Hours	60
Instructor	Jhang Yu-Syuan, Assistant Professor Lee Hsiu-Ching, Lecturer Edith Chan	Email	JHANG : yjhang@csmu.edu.tw
Office	FCSD general office, 7/F, Meng Tak Building	Office Phone	8599-3454 (FCSD office)

MODULE DESCRIPTION

The main objective of this course is to introduce articulation and phonological disorders. The course includes normal speech production, articulation and phonological development, application of phonological theory in clinical practice, assessment of clinical phonological and articulation disorders, as well as therapeutic approaches. It is expected that students will have a basic understanding of articulation and phonological disorders after completing this course and will be able to apply the knowledge learned to clinical practice, providing appropriate information and advice to clients and caregivers.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	to understand the relevant theoretical foundations of articulation and phonological disorders
M2.	to understand the speech and phonological development of children
M3.	to understand the assessment of clinical articulation and phonological disorders
M4.	to understand the treatment of clinical articulation and phonological disorders
M5.	to learn teamwork and collaborative exploration of new knowledge



These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5
P1. To demonstrate understanding of knowledge in behavioral sciences, speech and hearing sciences, as well as speech and hearing disorders	✓	✓			
P2. To demonstrate understanding of knowledge in assessment, treatment, counselling and other professional knowledge related to speech, language and swallowing impairment			✓		
P3. To employ professional techniques in assessment and intervention in language, speech and swallowing disorders			✓		
P4. To demonstrate effective communication and teamwork skills					
P5. To demonstrate a high standard of professional ethics and attitudes of holistic care, respect and compassion				✓	✓
P6. To recognize the international trend of speech and hearing disorders and develop the spirits of social involvement and lifelong learning					

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

JHANG YU-SYUAN ASSISTANT PROFESSOR (33 CONTACT HOURS)

Week	Content Coverage	Contact Hours
1	Introduction to Articulation and Phonological Disorders: Definitions and Classifications	4
2	Classification of Speech Mechanisms and Phonetic Symbols	4
3	Characteristics of Phonetics and Phonology in Mandarin Chinese	4
4	Theories of Phonology	4
5	Phonological Processes + Case Discussion	4
6	Development of Speech Sounds and Phonology in Infants and Children + Case Discussion	4
7	Speech Sound and Phonological Analyses I + Case Discussion	4
8	Speech Sound and Phonological Analyses II+ Case Discussion	4
9	Exam	1

LEE HSIU-CHING LECTURER (12 CONTACT HOURS)

Week	Content Coverage	Contact Hours
10	Assessment Procedures- clinic practice	4
11	Treatment Goal Selection	2
12	Treatment Approaches- motor training clinic practice	3
13	Treatment Approaches- phonological approach clinic practice	2
14	Exam	1



EDITH CHAN (15 CONTACT HOURS)

Week	Content Coverage	Contact Hours
15	Cantonese Phonetics and Phonology – the Cantonese Sound System and Acquisition	3
16	Speech Sound Assessment and Analysis in Cantonese	5.5
17	Quiz	1
18	Treatment Approaches – Application in Cantonese	4
19	Oral Presentation	1.5

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5
T1. Lectures	✓	✓	✓	✓	
T2. Peer discussions	✓	✓	✓		✓
T3. Hands-on practice		✓	✓	✓	

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Midterm Exam	35%	M1, M2, M3
A2. Final Exam	35%	M3, M4
A3. Quiz	10%	M1, M2, M3
A4. Oral Presentation	10%	M1, M2, M3, M4, M5
A5. Class Participation	10%	M5



This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 being the passing score.

Any students scoring less than 35% of the total mark in the final examination will be given an “F” grade for the module even if the overall grade is 50% or higher.

The assessment will be conducted following the University’s Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

MARKING SCHEME

Letter Grade	Grade Definition	Mark Ranges
A	Excellent	93-100
A-		88-92
B+	Very Good	83-87
B	Good	78-82
B-		73-77
C+	Satisfactory	68-72
C		63-67
C-		58-62
D+	Pass	53-57
D		50-52
F	Fail	0-49

REQUIRED READINGS

鄭靜宜(2020)兒童語音異常: 構音與音韻的評估與介入 ISBN : 9789861919218

童寶娟(譯)(2018)。構音及音韻障礙導論—兒童語音障礙 (二版)。(原作者:

Bernthal, J. E., Bankson, N. W., & Flipsen, P., Jr.)。台北市：華騰文化。

童寶娟(2020)華語構音與音韻障礙學 (二版) ISBN: 978-986-447-047-1

REFERENCES

鍾榮富. (2022). *當代語言學概論*. 五南圖書出版股份有限公司.

International Phonetic Alphabet Chart:

https://www.internationalphoneticassociation.org/IPAcharts/inter_chart_2018/IPA_2018.html

International Phonetic Alphabet Keyboard: <https://ipa.typeit.org/>

Sutherland, D., & Gillon, G. T. (2005). Assessment of phonological representations in children with speech impairment.

鄭靜宜. (2011). 學前兒童華語聲母之音韻歷程分析. *特殊教育學報*, 34, 135-69.



Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2022). *Speech sound disorders in children: Articulation & phonological disorders* (Ninth edition.). Brookes Publishing.

Stringer, H., Cleland, J., Wren, Y., Rees, R., & Williams, P. (2023). Speech sound disorder or DLD (phonology)? Towards a consensus agreement on terminology. *International journal of language & communication disorders*, 10.1111/1460-6984.12989. Advance online publication.

To, C. K. S., Cheung, P. S., & McLeod, S. (2013). A population study of children's acquisition of Hong Kong Cantonese consonants, vowels, and tones. *Journal of Speech, Language, and Hearing Research*, 56(1), 103-122.

Williams, A. L. (Ed.). (2021). *Interventions for speech sound disorders in children* (Second edition.). Paul H. Brookes Publishing Co.

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.