

**City University of Hong Kong**  
**Course Syllabus**

offered by Department of Linguistics and Translation  
with effect from Semester A 2017 / 18

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**Part I Course Overview**

<b>Course Title:</b>	<u>Second Language Pronunciation Acquisition: from Theory to Practice</u>
<b>Course Code:</b>	<u>LT5418</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>LT5401 Phonetics and Phonology, CTL5401 Phonetics and Phonology</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>LT6418 Second Language Pronunciation Acquisition: from Theory to Practice, CTL6418 Second Language Pronunciation Acquisition: from Theory to Practice</u>

## Part II Course Details

### 1. Abstract

This course aims to introduce and discuss major issues in the area of second language speech learning including speech production and perception, along with techniques for incorporating research into practical classroom instruction on pronunciation.

Students will learn to analyze data from a variety of languages and contexts, to synthesize research on the acquisition and development of speech and current pedagogy, and to develop their own principled problem-solving strategies and effective techniques for instruction of the spoken language.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	To describe and analyse major theories and models in general speech acquisition and second language speech learning in particular;	20%	✓	✓	
2.	To compare and contrast Chinese (Putonghua and Cantonese) and English sound systems, including consonants, vowels, rhythm, stress, and prominence and intonation; and to be able to explain relevant concepts in classrooms;	20%		✓	
3.	To identify and address pronunciation issues relevant to the learner's needs and therefore to develop effective curriculum that responds to these needs;	20%	✓	✓	✓
4.	To explain and criticize how perceptions of accent influence communication and how this is linked to a speaker's identity.	20%	✓	✓	✓
5.	To design innovative instructional materials that address particular issues in pronunciation teaching and learning.	20%		✓	✓
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	<b>Lectures</b> Introducing and discussing theories relating to speech development and learning in first and second language; as well as on the implications of the research finds to pronunciation teaching and learning.	✓	✓	✓	✓	✓		2 hours
2	<b>Tutorials</b> Hands-on excises on sound analysis, discussion on cases of speech acquisition, as well as lesson plans.	✓	✓	✓	✓	✓		1 hour

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100 %								
<b>Quizzes:</b> 2 in class quizzes at 20 points each. The quizzes will comprise a combination of multiple-choice, data-set and short-answer questions.	✓	✓	✓	✓			40%	
<b>Final Project</b> (written report and oral presentation): addressing issues relating pronunciation teaching and learning; then discussing and proposing analytical means and pedagogical solutions.	✓	✓	✓	✓	✓		50%	
<b>In-class discussion and demonstration.</b>	✓	✓	✓	✓	✓		10%	
Examination: 0% (duration: , if applicable)								
							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.	Understanding of theoretical knowledge.	In general, outstanding grasp of the nature of theories and understanding of the implications to teaching and learning.	In general, good grasp of the nature of theories and understanding of the implications to teaching and learning.	In general, average grasp of the nature of theories and understanding of the implications to teaching and learning.	In general, poor grasp of the nature of theories and understanding of the implications to teaching and learning.	Unable to fulfil the requirement; and unable to complete or fail assessment(s).
2.	Quality of written report.	In the written report of the final project, outstanding definition and discussion on theoretical issues and well-supported solutions in practice.	In the written report of the final project, good definition and discussion on theoretical issues and well-supported solutions in practice.	In the written report of the final project, able to give a definition and discussion on theoretical issues and solutions in practice.	In the written report of the final project, poorly defined and discussed theoretical issues and unclear solutions in practice.	Unable to fulfil the requirement; and unable to complete or fail assessment(s).
3.	Quality of oral presentation.	In the oral presentation of the project as well as in tutorials, well-organized and fluent presentation of one's ideas; analytical discussion on fellow-classmates' viewpoints and presentations.	In the oral presentation of the project as well as in tutorials, well-organized and fluent presentation of one's ideas; analytical discussion on fellow-classmates' viewpoints.	In the oral presentation of the project as well as in tutorials, a clear presentation of one's ideas; able to participate in discussion on fellow-classmates' viewpoints.	In the oral presentation of the project as well as in tutorials, unclear presentation of one's ideas; unable to participate in discussion on fellow-classmates' viewpoints.	Unable to fulfil the requirement; and unable to complete or fail assessment(s).
4.	Performance in quizzes.	Finally, excellent grades in quizzes.	Finally, good grades in quizzes.	Finally, average grades in quizzes.	Finally, passing grades in quizzes.	Unable to fulfil the requirement; and unable to complete or fail assessment(s).

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Speech development, first/second language speech learning, language teaching, speech perception and production, pronunciation skills, phonological awareness

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. 1996. <i>Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages</i> . New York, NY: Cambridge.
2.	Selected papers and/or book chapters

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Anderson-Hsieh, Janet. 1989. "Approaches toward teaching pronunciation: a brief history," <i>Cross Currents Vol. XVI No. 2</i> , pp. 73-78.
2.	Brazil, David. 1994. <i>Pronunciation for Advanced Learners of English</i> , Cambridge, UK: Cambridge
3.	Collins, B. & I.M. Meese (2003) <i>Practical Phonetics and Phonology</i> (with CD). London: Routledge. Section B.
4.	Juszyk, Hohne and Mandel (1995). Picking up regularities in the sound structure of the native language (pp.91-119). In W. Strange (Ed.) <i>Speech Perception and Linguistic Experience: Issues in Cross-Language Research</i> . Baltimore: York Press.
5.	Kiparsky, Paul & Lise Menn. "On the acquisition of phonology," Chapter 4 in J. Macnamara, ed., <i>Language Learning and Thought</i> .
6.	Munro, Murray J. (2008) Foreign accent and speech intelligibility. In Edwards and Zampini (Ed.) <i>Phonology and Second Language Acquisition</i> . Philadelphia: John and Benjamins.
7.	Ohio State University. <i>Language Files: Materials for an Introduction to Language and Linguistics</i> . Chapters 2-3.
8.	罗常培、王均，2002《普通语音学纲要》北京：商务印书馆。第2-5、7章。