

# LT5418: SECOND LANGUAGE PRONUNCIATION ACQUISITION: FROM THEORY TO PRACTICE

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## Effective Term

Semester A 2026/27

## Part I Course Overview

### Course Title

Second Language Pronunciation Acquisition: from Theory to Practice

### Subject Code

LT - Linguistics and Translation

### Course Number

5418

### Academic Unit

Linguistics and Translation (LT)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

LT5401 Phonetics and Phonology

### Equivalent Courses

Nil

### Exclusive Courses

LT6418 Second Language Pronunciation Acquisition: from Theory to Practice, CTL6418 Second Language Pronunciation Acquisition: from Theory to Practice

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

| CILOs |                                                                                                                                                                                                                           | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Describe and analyse major theories and models in general speech acquisition and second language speech learning in particular;                                                                                           | 20                  | x      | x      |        |
| 2     | 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                  |        | x      |        |
| 3     | Identify and address pronunciation issues relevant to the learner's needs and therefore to develop effective curriculum that responds to these needs;                                                                     | 20                  | x      | x      | x      |
| 4     | Explain and criticize how perceptions of accent influence communication and how this is linked to a speaker's identity.                                                                                                   | 20                  | x      | x      | x      |
| 5     | Design innovative instructional materials that address particular issues in pronunciation teaching and learning.                                                                                                          | 20                  |        | x      | x      |

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

| LTAs |                  | Brief Description                                                                                                                                                                                                                                   | CILO No.      | Hours/week (if applicable) |
|------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|
| 1    | Lectures         | Students will engage with the introduction to and the discussion of 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. | 1, 2, 3, 4, 5 |                            |
| 2    | Class activities | Students will do hand-on excises on sound analysis, discuss on cases of speech acquisition, as well as lesson plans.                                                                                                                                | 1, 2, 3, 4, 5 |                            |

**Assessment Tasks / Activities (ATs)**

| ATs |                                                                                                              | CILO No.      | Weighting (%) | Remarks ("- for nil entry) | Allow Use of GenAI? |
|-----|--------------------------------------------------------------------------------------------------------------|---------------|---------------|----------------------------|---------------------|
| 1   | Quizzes: class quizzes will comprise a combination of multiple-choice, data-set, and short-answer questions. | 1, 2, 3, 4, 5 | 70            | -                          | No                  |

|   |                                                                                                                                                                                                                          |               |    |                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 2 | Final Project: written report and oral presentation (if class time allows): addressing issues relating to pronunciation teaching and learning, then discussing and proposing analytical means and pedagogical solutions. | 1, 2, 3, 4, 5 | 30 | <p>Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language.</p> <p>Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations.</p> <p>Students should not present texts generated or translated by GenAI tools as their own original work.</p> | Yes |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

1

**Criterion**

Understanding of theoretical knowledge.

**Excellent (A+, A, A-)**

In general, outstanding grasp of the nature of theories and understanding of the implications to teaching and learning.

**Good (B+, B, B-)**

In general, good grasp of the nature of theories and understanding of the implications to teaching and learning.

**Fair (C+, C, C-)**

In general, average grasp of the nature of theories and understanding of the implications to teaching and learning.

**Marginal (D)**

In general, poor grasp of the nature of theories and understanding of the implications to teaching and learning.

**Failure (F)**

Unable to fulfil the requirement; and unable to complete or fail assessment(s).

### Assessment Task

2

#### Criterion

Quality of written report.

##### Excellent (A+, A, A-)

In the written report of the final project, outstanding definition and discussion on theoretical issues and well-supported solutions in practice.

##### Good (B+, B, B-)

In the written report of the final project, good definition and discussion on theoretical issues and well-supported solutions in practice.

##### Fair (C+, C, C-)

In the written report of the final project, able to give a definition and discussion on theoretical issues and solutions in practice.

##### Marginal (D)

In the written report of the final project, poorly defined and discussed theoretical issues and unclear solutions in practice.

##### Failure (F)

Unable to fulfil the requirement; and unable to complete or fail assessment(s).

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### Assessment Task

3

#### Criterion

Quality of oral presentation.

##### Excellent (A+, A, A-)

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.

##### Good (B+, B, B-)

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.

##### Fair (C+, C, C-)

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.

##### Marginal (D)

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.

##### Failure (F)

Unable to fulfil the requirement; and unable to complete or fail assessment(s).

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### Assessment Task

4

**Criterion**

Performance in quizzes.

**Excellent (A+, A, A-)**

Finally, excellent grades in quizzes.

**Good (B+, B, B-)**

Finally, good grades in quizzes.

**Fair (C+, C, C-)**

Finally, average grades in quizzes.

**Marginal (D)**

Finally, passing grades in quizzes.

**Failure (F)**

Unable to fulfil the requirement; and unable to complete or fail assessment(s).

## Part III Other Information

**Keyword Syllabus**

Second Language Pronunciation, Phonological Acquisition, L2 Phonetics, Speech Learning Model, Interlanguage Phonology, Pronunciation Teaching, Acquisition Theory, Speech Science, Chinese (Putonghua and Cantonese), English

**Reading List****Compulsory Readings**

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

**Additional Readings**

| Title |                                                                                                                                                                                                                                               |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Anderson-Hsieh, Janet. 1989. "Approaches toward teaching pronunciation: a brief history," Cross Currents Vol. XVI No. 2 pp. 73-78.                                                                                                            |
| 2     | Brazil, David. 1994. Pronunciation for Advanced Learners of English, Cambridge, UK: Cambridge                                                                                                                                                 |
| 3     | Collins, B. & I.M. Meese (2003) Practical Phonetics and Phonology (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.) Speech Perception and Linguistic Experience: Issues in Cross-Language Research. Baltimore: York Press. |
| 5     | Kiparsky Paul & Lise Menn. "On the acquisition of phonology," Chapter 4 in J. Macnamara ed., Language Learning and Thought.                                                                                                                   |
| 6     | Munro, Murray J. (2008) Foreign accent and speech intelligibility. In Edwards and Zampini (Ed.) Phonology and Second Language Acquisition. Philadelphia: John and Benjamins.                                                                  |
| 7     | Ohio State University. Language Files: Materials for an Introduction to Language and Linguistics. 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。                                                                                                                                                                                                         |