

**Universidad de Costa Rica**  
**Sistema de Estudios de Posgrado**  
**Escuela de Lenguas Modernas**  
**Posgrado en la Enseñanza del Inglés como Lengua Extranjera**  
**PF-0314 La Enseñanza de la Pronunciación**

**COURSE SYLLABUS**

Name: Classroom Research	Requisites: None
Code: PF-0314	Co-requisites: None
Credits: 4	Cycle: N/A
In-class (synchronous work): 3 hours Out-of-class (asynchronous) work: 9 hours	Classification: Open to students admitted to the MA/TEFL Program
	Modality: 100% virtual (alta virtualidad)

**I. COURSE DESCRIPTION**

This course offers an introduction to English phonetics and phonology as they apply to the teaching and learning of English pronunciation. Different aspects of second language phonology will be examined as well as their pedagogical application in class. The course will be hosted in Mediación Virtual, and it will be 100% virtual.

**II. GENERAL OBJECTIVE:**

At the end of the course, the students will have (a) basic knowledge of English phonetics and phonology, and (b) an awareness of relevant issues in second language speech development to make appropriate evidence-based and pedagogically-oriented decisions in their classes.

**III. SPECIFIC OBJECTIVES**

The students will be able to adequately and critically:

- Specify pronunciation-learning priorities for L2 learners.
- Interpret and apply empirical findings of pronunciation research.
- Generate original instructional materials and activities.
- Design either pronunciation-centered or pronunciation-inclusive courses.
- Assess the quality of relevant classroom textbooks and related instructional materials.
- Implement pronunciation focused activities featured in such resources
- Critically revise and adapt teaching practices as needed.

## IV. CONTENTS

The course will consist of three interrelated parts:

### **1. *Phonetics and Phonology***

This part of the course will consist of an introduction to basic content of English phonetics and phonology. Some of the topics will include places and manners of articulation; phonemes and allophones; phonological processes; the sound patterns of contemporary spoken American English; and stress, rhythm, and intonation.

### **2. *Second Language Phonology***

In this part of the course, we will survey research in the acquisition and use of second language phonology. Both basic findings and the theoretical explanations for those findings will be considered. We will discuss central issues in interlanguage phonology, such as ultimate attainment; foreign accent, intelligibility, and comprehensibility; and the acquisition and use of second language phonology.

### **3. *Pedagogical Component***

In the third part of the course, we will consider how the information and principles discussed in parts 1 and 2 can help us develop reasonable goals for pronunciation instruction and learning, and how to develop and evaluate methods and materials for the teaching of pronunciation to second language learners. We will also consider the relationship between the teaching of pronunciation and the teaching and acquisition of speaking and listening skills. Finally, we will look at the teaching of pronunciation within its sociopolitical context, in which questions of norms and standards, attitudes to accent, accent and identity, and the construct of the native speaker will be critically examined.

## V. METHODOLOGY

The course will be hosted in Mediación Virtual. Synchronous sessions will be held weekly and will typically consist of two consecutive 50-minute lessons separated by a break of 10 minutes. Due to nature of some activities and as permitted by the Resolución VD-11502-2020, Sección II, Apartado 20, students will often be asked to turn on their cameras. Some synchronous sessions or parts thereof will be recorded. As requested by the Resolución VD-11502-2020, the instructor will let students know when he will start recording so that students can decide whether their voice and/or image to appear in the recording.

The course will be developed mainly in workshop or seminar fashion. Reading assignments will form the basis of each class, and thus students will be reading both **extensively and intensively**. Assignments must be completed on time. **Active** participation is expected during presentations, class discussions, and lectures. Participants will be asked to incorporate their knowledge and personal teaching experience into the course in various task formats.

## VI. EVALUATION

Class Observation and Report	10%
Class Discussion (1 Presentation)	10%
Reading check quizzes	30%
Micro-Teaching Demonstration	20%
Final Project	30%

### **Description:**

#### ***Class Observation and Report:***

You will observe one EFL pronunciation class (or a class with a heavy oral component) and write a short report on the different aspects you observed (e.g., a detailed and objective description of what happened in class, your personal reflection on the teaching events you observed, and how they are related to the theory studied in class). More information about these observations will be given later in the semester.

#### ***Class Discussion (1 Presentation):***

In pairs or groups of three, you will present to the class one of the readings from the course. You will present both the theory and the practical aspects covered in the readings. Therefore, in addition to the content of the reading, your presentation should include a short teaching demonstration.

#### ***Reading Check Quizzes:***

There will be six reading check quizzes distributed throughout the course. These quizzes will assess your knowledge of the contents presented in a set of readings.

#### ***Micro-Teaching Demonstration:***

In groups of two or three, you will present a 30-minute pronunciation lesson for a group of EFL learners in a specific teaching context. You will develop all portions of the lesson plan and materials for the specific lesson taking into account the theory studied in class. Each group will teach this lesson to the class (Micro-Teaching) in order to get feedback from the instructor and classmates, as this activity is related to the final project.

#### ***Final Project:***

In groups of two or three, you will design a pronunciation unit for a group of EFL learners. You will provide the theoretical rationale for the selection of activities and materials according to the teaching context where such unit could be used. You will provide a short theoretical background to support your claims (i.e., literature review) and the specific steps to follow in a class. Sample materials must be included. More information about this project will be given later in the semester.

## OTHER EVALUATION ASPECTS

- The use of language will be evaluated in all oral and written assignments and a specific percentage of the grade will be given to it.
- No late assignments will be accepted.

## **NORMS**

Students' work must be entirely their own. Plagiarism is a serious academic offense and will be harshly penalized. It takes many forms, including copying the work of classmates. Another type is self-plagiarism. If you intend to use a research paper that you wrote for another course as a starting point for a new paper, check with your professor first and hand in a copy of the original paper.

The most common type of plagiarism is "cutting and pasting" ideas, phrases, sentences or paragraphs that are found on the Internet or in printed books or articles into a document, without proper citation.

### **The following are recommendations from Purdue University to avoid plagiarism**

(<http://owl.english.purdue.edu/owl/resource/589/01>):

- a. Develop a topic based on what has already been said and written, **but** write something new and original.
- b. Rely on opinions of experts and authorities on a topic, **but** improve upon and/or disagree with those same opinions.
- c. Give credit to researchers who have come before you, **but** make your own significant contribution.
- d. Improve your English or fit into a discourse community by building upon what you hear and read, **but** use your own words and your own voice.

## **VII. REFERENCES**

### **Main Texts:**

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2<sup>nd</sup> ed.). Cambridge, UK: Cambridge University Press.

Derwing, T. M. & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. Amsterdam, The Netherlands: John Benjamins Publishing Co.

Grant, L. (Ed.) (2014). *Pronunciation myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.

Yavaş, M. (2016). *Applied English phonology* (3<sup>rd</sup> ed.). Malden, MA: Wiley Blackwell.

### **Other Complementary Sources:**

Bohn, O.-S. & Munro, M. J. (Eds.) (2007). *Language experience in second language speech learning: In honor of James Emil Flege*. Amsterdam: Benjamins.

Ellis, R. & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. New York, NY: Routledge.

Goodwin, J. (2013). Teaching pronunciation. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.) *Teaching English as a Second or Foreign Language* (4<sup>th</sup> ed.). Heinle ELT.

Hansen-Edwards, J. G. & Zampini, M. L. (Eds.). (2008). *Phonology and second language acquisition*. Amsterdam: Benjamins.

## VIII. TENTATIVE COURSE SCHEDULE

WEEK	TOPICS	IN-CLASS	AFTER-CLASS (READINGS)
<b>1</b> 8/16-20	- Historical overview, key concepts, and Evidence-Based Practice (EBP) in pronunciation instruction	-Introduction to course - <b>Lecture:</b> History, Key Concepts, and EBP in Pronunciation Instruction	- Derwing and Munro (2014): Myth 1: “Once (...) Pronunciation” - Zielinski & Yates (2014): Myth 2: “Pronunciation (...) Learners”
<b>2</b> 8/23-27	- Pronunciation for fossilized learners - Pronunciation instruction and beginner learners.	- <b>Reading check quiz 1:</b> Lecture and myths 1 and 2 -Reading-related activities - <b>Lecture:</b> Speech mechanism	- Yavaş (2016): English Consonants (Ch.3) - Celce-Murcia et al. (2010): The Consonant System (Ch.3)
<b>3</b> 8/30-9/3	-English consonants	- Reading-related activities - <b>Group Presentation 1:</b> Celce-Murcia et al. (2010): The Consonant System (Ch.3)	- Yavaş (2016): English Vowels - Celce-Murcia et al. (2010): The Vowel System (Ch.4)
<b>4</b> 9/6-10	- English vowels	- Reading-related activities - <b>Group Presentation 2:</b> Celce-Murcia et al. (2010): The Vowel System (Ch.4)	- Field (2014): Myth 3: “Pronunciation (...) Sounds” - Yavaş (2016): Stress and Intonation
<b>5</b> 9/13-17	- The role of pronunciation teaching in establishing a set of distinct consonants and vowels in the learners’ minds -Stress and intonation	- Reading-related activities - <b>Reading check quiz 2:</b> Vowels, consonants, and teaching vowels/consonants	- <b>Submit classroom observation report</b> - Celce-Murcia et al. (2010): Connected Speech, Stress, and Rhythm (Ch.5) - Grant (2014): Myth 5: “Students (...) More”
<b>6</b> 9/20-24	- Pronunciation progress and practice - Connected Speech, Stress, and Rhythm	-Reading-related activities - <b>Group Presentation 3:</b> Celce-Murcia et al. (2010): Connected Speech, Stress, and Rhythm in Connected Speech (Ch.5)	- Celce-Murcia et al. (2010): Prominence and Intonation in Discourse - Gilbert (2014): Myth 4: “Intonation (...) Teach”
<b>7</b> 9/27-10/1	- Prominence and intonation - Teaching intonation	- Reading-related activities - <b>Group Presentation 4:</b> Celce-Murcia et al. (2010): Prominence and Intonation in Discourse - <b>Reading check quiz 3:</b> Suprasegmentals and teaching suprasegmentals	- Celce-Murcia et al. (2010): Pronunciation and Listening (Ch. 10) - Celce-Murcia et al. (2010): The Sound System and Morphology (Ch. 11) - Celce-Murcia et al. (2010): The Sound System and Spelling (Ch. 12)
<b>8</b> 10/4-8	- The sound system and its relation to listening, morphology, and spelling	- Reading-related activities - <b>Reading check quiz 4:</b> Intersections between the sound system and other areas of language	- Derwing and Munro (2014): “A Pedagogical (...) Acquisition” (Ch.

			- Celce-Murcia et al. (2010): Pronunciation in the Language Curriculum (Ch.7)
<b>9</b> 10/11- 14	-Pedagogical perspectives on L2 phonetic acquisition. -Pronunciation in the language curriculum.	- Reading-related activities	- Celce-Murcia et al. (2010): Testing and Evaluation (Ch.8) - Derwing and Munro (2015): Pronunciation Errors and Error Gravity (Ch. 4)
<b>10</b> 10/18- 21	-Testing and evaluation -Pronunciation errors and error gravity	- Reading-related activities - <b>Reading check quiz 5:</b> Readings from weeks 8 and 9	- Celce-Murcia et al. (2010): Techniques, Tools, and Technology (Ch. 9) - Derwing and Munro (2015): Technology in L2 Pronunciation Instruction (Ch. 7)
<b>11</b> 10/25- 29	-Techniques, tools, and technology in pronunciation instruction	- Reading-related activities	- Derwing & Munro (2015): Social Aspects of Accent (Ch. 8) - Derwing & Munro (2015): Future Directions (Ch. 8)
<b>12</b> 11/1-5	- Social aspects of accent - Future directions for pronunciation research, teaching, technology, assessment, and the larger society	- Reading-related activities - <b>Reading check quiz 6:</b> Readings from weeks 10 and 11	
<b>13</b> 11/8-12		- Micro-Teaching Demonstration (2 groups)	
<b>14</b> 11/15- 19		- Micro-Teaching Demonstration (2 groups)	
<b>15</b> 11/22- 26		- Micro-Teaching Demonstration (2 groups)	
<b>16</b> 11/29- 30		- TBD	Hand in Final Project