

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
Instructor: Dr. Henry Angulo Jiménez

COURSE SYLLABUS

Name: Pronunciation Teaching	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

I. COURSE DESCRIPTION: This elective course focuses on the teaching of pronunciation to non-native speakers of English. It's intended to provide students with comprehensive knowledge and practice related to (a) phonetics and phonology, (b) the Intelligibility-Based Approach to pronunciation instruction, and (c) the methods, activities, strategies, techniques, resources, and procedures historically and currently used for teaching pronunciation and evaluating pronunciation skills. The course will be hosted in Mediación Virtual (MV), and it will be 100% virtual.

II. GENERAL OBJECTIVE: By the end of the course, students should be able to translate their theoretical and methodological knowledge into sound curricular choices and methodological decisions for teaching and assessing pronunciation.

III. SPECIFIC OBJECTIVES: Throughout the course students will:

- A. Describe the historical evolution and scope of pronunciation instruction
- B. Define key concepts related to pronunciation teaching and assessment
- C. Justify curricular and methodological decisions based on historical, empirical, and theoretical reasons
- D. Draw on the Intelligibility Approach and Celce-Murcia et al.'s framework to select and teach pronunciation features
- E. Identify the defining characteristics of High Variability Phonetic Training
- F. Compare the sound systems and prosody of English and (Costa Rican) Spanish.
- G. Describe the phonological system of Mainstream American English
- H. Contrast the suprasegmental features of English and Spanish
- I. Explain the phonological processes evidenced in the speech of native and non-native

speakers of English.

- J. Use varied resources and techniques to teach and assess pronunciation
- K. Identify errors in real speech samples
- L. Classify errors according to their effect on intelligibility
- M. Describe the facets of pronunciation assessment
- N. Define Evidence-Based Practice and its components.
- O. Identify learner, context, and institutional variables impacting the outcomes of pronunciation instruction.
- P. Contrast the Nativeness and the Intelligibility Principle.
- Q. Draw on the Lingua Franca Core, the Common Core, the Intelligibility Principle, and the best available evidence to make curricular and methodological decisions for pronunciation instruction.
- R. Evaluate AI, digital tools, and other resources for teaching pronunciation.
- S. Use artificial intelligence (AI), digital tools, and other resources to teach pronunciation.
- T. Design original, evidence-based activities, resources, and procedures to teach pronunciation.
- U. Integrate pronunciation with other (micro)skills.
- V. Choose appropriate instruments, activities, and procedures to assess pronunciation performance.
- W. Reflect on their knowledge, experience, goals, and beliefs about pronunciation.

IV. CONTENTS

- A. History and scope of pronunciation instruction
- B. The Intelligibility Approach
- C. Techniques, tools, and technology for pronunciation teaching and assessment
- D. English and (Costa Rican) Spanish segmentals and suprasegmentals
- E. Connected speech processes
- F. Learner, institutional, and contextual variables affecting the effectiveness of pronunciation instruction
- G. High Variability Phonetic Training
- H. Research on English segmentals, suprasegmentals, and intelligibility
- I. Evaluation and assessment of pronunciation skills
- J. Formal notation and phonetic transcription
- K. Future directions for pronunciation teaching, assessment, and research

V. METHODOLOGY: The course will be hosted in MV. Synchronous sessions will be held weekly (including Semana Universitaria) and will typically be divided into three parts separated by two breaks of 10 minutes each, as follows:

Part 1 (50 minutes) ⇒ 10-minute break ⇒ Part 2 (50 minutes) ⇒ 10-minute break ⇒ Part 3 (50 minutes) ⇒ 10-minute break

The course focuses on what to teach (contents), why to teach it (rationale), and how to teach it (techniques, procedures, etc.) aspects of pronunciation. It will include lectures, readings, quizzes, reflection activities, and analyses of speech samples, as well as the design and execution of micro-lessons. The course will also feature a research paper where you will have the chance to further

investigate a pronunciation-related topic of particular interest to you.

It is worth highlighting that for this course students will be reading both **extensively** and **intensively** and that their active participation is always expected. Due to the nature of some activities, and as permitted by the Vicerrectoría de Docencia, students will be asked to turn on their cameras. Some synchronous sessions or parts thereof will be recorded. As requested by institutional policies, 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.

VI. EVALUATION: Evaluation will include the tasks below.

Task	%
Pronunciation analysis assignments	10%
Reading check quizzes	30%
Lesson plans	10%
Micro-lessons	20%
Digital journal	10%
Term paper	20%

Final grades will be rounded according to the University of Costa Rica's policies (e.g., an 8.23 is rounded down to an 8; an 8.77 is rounded up to a 9.0).

Please note that as agreed by the Comisión del Posgrado en la Enseñanza del Inglés:

En caso de que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.

Though the rubrics to be used will not be shared with you until later in the semester, below you can find more information about the evaluation activities listed above.

- A. **Pronunciation analysis assignments:** These tasks assess your ability to apply knowledge of speech production, sound systems, phonological processes, and phonetic transcriptions to identify learners' weaknesses and strengths and thus encompasses error analysis, contrastive analysis, identification of intelligibility critical errors, among others. The evaluation criteria include aspects like the use of phonetic symbols, evidence of understanding of phonological processes, and the ability to identify pedagogical implications of errors.
- B. **Reading check quizzes:** These tests assess your knowledge of the contents presented in the different resources used in class. These could include but are not limited to activities and exercises requiring evidence of metalinguistic knowledge, essay questions, short-answer questions, case studies, method/technique comparison, etc. Short tests may be written or oral.

- C. **Lesson plans:** Plans assess your pedagogical design skills as well as foundational and methodological knowledge. They should include objectives (Bloom's taxonomy), stages, activities, and formative/summative assessment strategies. Among the criteria to assess your work are alignment with learning objectives, integration with broader/narrower skills, attention to intelligibility-related criteria, etc. Lesson plans will most likely be submitted on the day microlessons/demonstrations are held.
- D. **Micro-lessons:** These tasks assess your ability to apply foundational and methodological knowledge in the design of a short lesson. This includes the development of a lesson plan, the selection of relevant resources, and the design of teaching materials. You could be asked to teach this lesson or execute the demonstration for your classmates or a group of students. You could also be asked to pre-record the micro-lesson for in-class analysis. Your lesson will focus on a specific pronunciation feature and will integrate pronunciation with other (micro)skills. Your peers or other professors may be asked to evaluate your performance.
- E. **Digital journal:** The digital journal assesses your metacognitive and professional development skills. It consists of a collection of entries where you will reflect on different topics such as your reactions to the Intelligibility-Based Approach, your thoughts on techniques, tools, and technology for teaching pronunciation, and your assessment of your own performance during a teaching demonstration. The topics of four of these entries are specified in the course chronogram, but a minimum of **TEN** entries is required. The instructor may ask you to share your journal with him **at any time**, so please keep up to date with your journaling. Other potential topics for your journal entries include beliefs about pronunciation, reaction to a reading done in class, theory-to-practice ideas, and action plan to continue to improve your pronunciation teaching skills.
- F. **Term paper:** For this research paper you will be asked to write a narrative literature review where you will deepen your understanding of a topic related to pronunciation. The paper must provide a broad synthesis of existing research on a topic related to pronunciation teaching (e.g., the use of AI) or assessment (e.g., rubric design), with a focus on bridging the gap between pronunciation research and pedagogical application. The topic need not be one of the topics discussed in class. Among the criteria to evaluate your manuscript are the inclusion of peer-reviewed papers published in qualified journals, critical analysis, and the establishment of implications for classroom practice.

VII. NORMS

- A. All students of the University of Costa Rica must comply with institutional regulations, including, but not limited to those in the
1. Reglamento de orden y disciplina de los estudiantes de la Universidad de Costa Rica (www.cu.ucr.ac.cr/normativa/orden_y_disciplina.pdf)
 2. Reglamento de Régimen Académico Estudiantil (www.cu.ucr.ac.cr/normativa/regimen_academico_estudiantil.pdf)
 3. Reglamento de la Universidad de Costa Rica en contra de la discriminación (www.cu.ucr.ac.cr/normativa/discriminacion.pdf)

4. Reglamento de la Universidad de Costa Rica en contra del hostigamiento sexual (www.cu.ucr.ac.cr/normativa/hostigamiento_sexual.pdf)
5. Código de ética de la Universidad de Costa Rica (www.cu.ucr.ac.cr/uploads/tx_ucruniversitycouncildatabases/normative/codigo_etica.pdf)
6. Reglamento general del Sistema de Estudios de Posgrado (www.cu.ucr.ac.cr/normativa/sistema_estudios_posgrado.pdf)

B. Plagiarism and self-plagiarism are serious academic offenses and will be harshly penalized.

C. Guidelines of the latest edition of the Manual of the American Psychological Association (APA) (<https://apastyle.apa.org/products/publication-manual-7th-edition>) are to be followed in all assignments.

D. Regarding the use of artificial intelligence, student must comply with the Lineamientos para el uso de aplicaciones de inteligencia artificial of the Master's Program in Teaching English as a Foreign Language and the Resolución de Rectoría R-469-2025: Lineamientos generales para la implementación de la inteligencia artificial en la Universidad de Costa Rica (www.cu.ucr.ac.cr/gacetitas/2025/a70-2025.pdf)

VIII. REFERENCES:

The following are the text resources to be used in this course. The places where you can get them are specified as well.

Resource	Where to Get it
Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). <i>Teaching pronunciation: a course book and reference guide</i> / Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin; with Barry Griner. (2. edition.). Cambridge University Press.	Hard copy at Copymundo (Poor quality) soft copy in MV
Derwing, T. M., & Munro, M. J. (2015). <i>Pronunciation fundamentals: evidence-based perspectives for L2 teaching and research</i> (1st ed., Vol. 42). John Benjamins. https://doi.org/10.1075/llt.42	Digitally available at SIBDI
Guskaroska, A., Zawadzki, Z., Levis, J. M., Challis, K., & Prikazchikov, M. (2024). <i>Teaching pronunciation with confidence: A resource for ESL/EFL teachers and learners</i> . Iowa State University Digital Press.	Soft copy at https://iastate.pressbooks.pub/teachingpronunciation/
Hualde, J. I. (2013). <i>Los sonidos del español</i> . Cambridge University Press.	Digital copy in MV
Levis, J. M. (2018). <i>Intelligibility, oral communication, and the teaching of pronunciation</i> . Cambridge University Press	Digital copy in MV
Murphy, J. M. & Baker, A. A. (2015). History of ESL pronunciation teaching. In M. Reed & J. M. Levis (Eds.), <i>The Handbook of English Pronunciation</i> (pp. 36-65). United Kingdom: Wiley-Blackwell.	Soft copy in MV

IX. TENTATIVE COURSE SCHEDULE

WEEK	TOPICS	IN-CLASS	HOMEWORK
0 (Mar. 2-6)	<ul style="list-style-type: none"> History and scope of pronunciation instruction (PI) 	<ul style="list-style-type: none"> Not apply (NA) 	<ul style="list-style-type: none"> Celce-Murcia et al. (2010). The History and Scope of Pronunciation Teaching Murphy and Baker (2015). History of ESL Pronunciation Teaching (optional)
1 (Mar.9-13)	<ul style="list-style-type: none"> Introductions History and scope of pronunciation instruction (PI) Evidence-Based Practice (EBP) in language teaching 	<ul style="list-style-type: none"> Introductions (course, instructor, students) Activities related to the history and scope of pronunciation instruction (PI) Lecture: EBP 	<ul style="list-style-type: none"> Levis (2018). Intelligibility, Comprehensibility and spoken language Levis (2018). Setting Priorities: What Teachers and Researchers Say
2 (Mar.16-20)	<ul style="list-style-type: none"> Intelligibility Comprehensibility Accentedness Setting priorities for PI 	<ul style="list-style-type: none"> Activities related to assigned readings Lecture: Teaching for Intelligibility: Guidelines for Setting Priorities 	<ul style="list-style-type: none"> Levis (2018). The Intelligibility-Based Classroom Levis (2018). What Should and Should Not be Taught: An Intelligibility-Based Approach
3 (Mar.23-27) (Asynchronous session)	<ul style="list-style-type: none"> Variables affecting PI effectiveness 	<ul style="list-style-type: none"> Reading check 1 (Weeks 0-2) (take-home quiz) Lecture: Learner, institutional, and context variables affecting PI effectiveness (prerecorded) 	<ul style="list-style-type: none"> Reflection Entry 1: The Intelligibility-Based Approach Celce-Murcia et al. (2010). Techniques, Tools, and Technology Derwing and Munro (2015). Technology in L2 Pronunciation Instruction .
Easter (Mar.30-April 3)	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
4 (Apr. 6-10)	<ul style="list-style-type: none"> Techniques, tools, and technology for PI High Variability Phonetic Training 	<ul style="list-style-type: none"> Activities related to assigned readings Lecture: HVPT 	<ul style="list-style-type: none"> Hualde (2014). Consonantes y vocales Celce-Murcia et al. (2010). The Sound System of North American English
5 (Apr. 13-17)	<ul style="list-style-type: none"> The sound system of (Costa Rican) Spanish (CRS) Overview of the sound system of Mainstream American English (MAE) 	<ul style="list-style-type: none"> Reading check 2 (Weeks 3-4) Activities related to the sound system of CRS and MAE Lecture: El español de Costa Rica by M.L. Haakon Stensrud Krohn 	<ul style="list-style-type: none"> Reflection Entry 2: Techniques, tools, and technology for PI Celce-Murcia et al. (2010). The Consonant System Guskaroska (2024). Consonants

6 (Apr. 20-24)	<ul style="list-style-type: none"> The consonant system of MAE Research on consonant, consonant clusters, and intelligibility 	<ul style="list-style-type: none"> Activities related to the consonant system of MAE and the ways to teach them Lecture: Research on consonant, consonant clusters, and intelligibility 	<ul style="list-style-type: none"> Celce-Murcia et al. (2010). The Vowel System Guskaroska (2024). Vowels
7 (Apr.27-May 1)	<ul style="list-style-type: none"> The vowel system of MAE Research on vowels and intelligibility 	<ul style="list-style-type: none"> Activities related to the vowel system of MAE Lecture: Research on vowels and intelligibility 	<ul style="list-style-type: none"> Levis (2024). Diagnostic Tasks
8 (May 4-8)	<ul style="list-style-type: none"> Diagnostic tasks in PI Formal notation Phonetic transcription 	<ul style="list-style-type: none"> Reading check 3 (Weeks 5-7) Instructions for Pronunciation Analysis Assignment 1 Lecture: Formal Notation and Phonetic Transcriptions: A Primer 	<ul style="list-style-type: none"> Pronunciation Analysis Assignment 1: Segmentals
9 (May 11-15)	<ul style="list-style-type: none"> Diagnostic tasks in PI English segmentals Basic stress and intonation patterns in Spanish 	<ul style="list-style-type: none"> Submission and discussion of Pronunciation Analysis Assignment 1 Instructions for Micro-Lesson 1 and Plan 1 Lecture: Basic stress and intonation patterns in Spanish 	<ul style="list-style-type: none"> Preparation of Micro-Lesson 1 and Plan 1: Segmentals
10 (May 18-22)	<ul style="list-style-type: none"> Teaching segmentals 	<ul style="list-style-type: none"> Microlesson 1 Submission of lesson plan 1 	<ul style="list-style-type: none"> Reflection entry 3: Teaching English segmentals to CRS L1 speakers Celce-Murcia et al. (2010). Connected Speech, Stress, and Rhythm
11 (May 25-29)	<ul style="list-style-type: none"> Connected speech, stress, and rhythm 	<ul style="list-style-type: none"> Activities related to connected speech, stress, and rhythm Lecture: More on Connected Speech, Stress, and Rhythm 	<ul style="list-style-type: none"> Celce-Murcia et al. (2010). Prominence and Intonation in Discourse
12 (May 25-29)	<ul style="list-style-type: none"> Prominence Intonation 	<ul style="list-style-type: none"> Activities related to prominence and intonation Instructions for Pronunciation Analysis Assignment 2 Lecture: More on Prominence and Intonation 	<ul style="list-style-type: none"> Pronunciation Analysis Assignment 2: Suprasegmentals
13 (Jun 1-5)	<ul style="list-style-type: none"> Diagnostic testing in PI 	<ul style="list-style-type: none"> Reading check 4 (Weeks 11-12) Submission and discussion of Pronunciation Analysis Assignment 2 Instructions for Micro-Lesson and Plan 2 	<ul style="list-style-type: none"> Preparation of Micro-Lesson 2 and Plan 2

14 (Jun 8-12)	<ul style="list-style-type: none"> • Teaching suprasegmentals 	<ul style="list-style-type: none"> • Microlesson 2 • Submission of lesson plan 2 	<ul style="list-style-type: none"> • Reflection entry 4: Teaching English suprasegmentals to CRS L1 speakers • Celce-Murcia et al. (2010). Testing and Evaluation • Derwing and Munro (2015). Assessment of L2 Pronunciation
15 (Jun 15-19)	<ul style="list-style-type: none"> • Testing and evaluation 	<ul style="list-style-type: none"> • Activities related to testing and evaluation 	<ul style="list-style-type: none"> • Derwing and Munro (2015). Future Directions
16 (Jun 22-26)	<ul style="list-style-type: none"> • Pronunciation teaching, assessment, research, and technology: future directions 	<ul style="list-style-type: none"> • Submission of term paper (6/26) • Activities related to future directions in pronunciation teaching, assessment, research, and technology • Course wrap-up 	