

# ELL A025N: BEGINNING PRONUNCIATION

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493086 - English as a Second Language - Speaking/Listening
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This course is the first in a series of three designed to help English learners improve their ability to communicate orally. In this beginning pronunciation course, students will study and practice producing and recognizing basic elements of English pronunciation including individual sounds, syllabification, word stress, and basic sentence intonation patterns. This is an open-entry course. ADVISORY: ELL A016N. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Students will be able to identify and produce basic intonation patterns.
2. Students will be able to identify and produce front vowels and most consonant sounds in relation to syllable stress in words and formulaic phrases commonly used in everyday speech.

## Course Objectives

- 1. Students will be able to distinguish and produce front vowels, commonly confused consonants and basic consonant clusters in common words.
- 2. Students will be able to distinguish stressed from weak syllables in common words.
- 3. Students will correctly mark stress in words commonly used in everyday speech.
- 4. Students will identify and produce simple past, simple present and plural inflections.
- 5. Students will use rising and falling intonation in various types of beginning-level questions and statements.
- 6. Students will decode and produce consonant-vowel and similar-consonant-consonant linking in a variety of formulaic phrases used in everyday speech.
- 7. Students will show a basic understanding of content and function words, reductions and contractions and correctly pronounce them in short, rehearsed dialogues about every day speech.

## Lecture Content

Vowels in common words Front vowels eat /iy/ and it /I/ bad /æ/ and bed /./ head /./ and hate /ey/ One- and two-vowel rule in one-syllable words Vowels in stressed and weak syllables Vowels before voiced and voiceless sounds Consonants in common words Common problematic English consonants Three /./ and this /./ Pen /p/, boy /b/, foot /f/, very /v/, and wet /w/ Sun /s/, zoom /z/, shoe /./, and television /./ Chair /t./, jet /d./, yet /y/ Road /r/ and love /l/ mouth /m/, nose /n/ and sing /./ Common consonants at the end of a word Stops : /t/, /d/ and /p/ /s/ and /z/ Common consonant at the beginning of common words With r With s Sentence-level pronunciation Rising and falling intonation in: Statements Wh-questions Yes/No questions Linking in short and/or formulaic phrases Consonant-vowel Same/similar consonant sound Stress in short and/or rehearsed sentences Content vs. structure words Common structure words Common contractions With "will" With verbs "be," "have," and "do" Negative auxiliaries Common reductions Reductions with /h/ Going to, want to, have to, has to Pronunciation of grammatical inflections Simple present, third-person /s/, /z/, and /Iz/ Plural nouns /s/, /z/, /Iz/

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Instructional Techniques

Modeling of sound production Explanation sound articulation of target sounds Self-evaluation of audio recordings Group evaluation of pronunciation in short role plays

## Reading Assignments

Students will read descriptions of the rules governing intonation and stress patterns and the articulation of target English sounds from a variety of sources including textbook, teacher-generated materials, and online sources. (approximately 1 hour per week)

## Writing Assignments

Students will draft role plays about everyday topics to present to the class. (approximately 1/2 hour per week)

## Out-of-class Assignments

Students will practice producing target sounds and intonation/ stress patterns. They will record themselves, review and evaluate their pronunciation, and rerecord until satisfied with their production. (approximately 2 hours per week) Students will apply target pronunciation sounds and intonation/stress patterns to short dialogues and present them in rehearsed role plays. (approximately 1/2 hour per week)

## Demonstration of Critical Thinking

Students will complete self-evaluations of their audio recordings and reflections on the progress of their pronunciation skills.

## Required Writing, Problem Solving, Skills Demonstration

Upon given a description of an everyday situation (problems, conversations, simple tasks), students will provide a response demonstrating correct pronunciation of target sounds and intonational/ stress patterns. Students will evaluate possible responses to choose the correct word/sound/intonational pattern from minimal pairs.

## **Eligible Disciplines**

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

## **Textbooks Resources**

1. Required Lane, Linda. Focus on Pronunciation 1, 3rd ed. Pearson, 2012  
Rationale: This book provides clear explanations of how to produce the sounds of English and provides ample exercises within an everyday communication context.