

# ELL A055N: ADVANCED 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 third in a series of three designed to help advanced English learners improve their ability to communicate orally. In this advanced course, students will continue to develop accuracy and fluency in speech and work toward understanding and producing natural speech. This is an open-entry course. ADVISORY: ELL A047N or ELL A056N. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Students will be able to identify and produce all the standard vowels and consonant sounds including common dialectic variations.
2. Students will be able to identify and produce rhythm patterns in relation to an intended meaning in unrehearsed speech.
3. Students will demonstrate understanding stress and intonation patterns used in advanced grammatical structures.

## Course Objectives

- 1. Students will be able to distinguish and produce all of the English vowels in unrehearsed mid-length speeches.
- 2. In unrehearsed mid-length speeches, students will be able to distinguish and produce English consonants.
- 3. Students will apply knowledge of word stress to idiomatic structures and unfamiliar words.
- 4. Students will produce unrehearsed mid-length speeches with thought-group chunking.
- 5. Students will apply correct rhythm and thought groups to complex sentence structures.
- 6. Students will show understanding of the effect of a wide range of intonation patterns on meaning.
- 7. Students will produce a wide range of intonation patterns in unrehearsed mid-length speech.
- 8. In rehearsed mid-length speeches, students will identify and produce grammatical contractions and reductions including modals, conditionals and the perfect and progressive moods.
- 9. In rehearsed mid-length speeches, students will identify and produce a wide range of linking including different consonant (unreleased) linking.

## Lecture Content

Vowels Full vowels vs. schwa Focus on the back vowels Dialect differences Vowels followed by r Vowels followed by l Consonants Flapped /t/ and /d/ More difficult three- and two-consonant clusters Contractions with modals Syllabic and glottalized nasals (sudden cotton) Consonant replacements The flap The glottal stop Word stress Primary and secondary stress Vowel quality Vowel length Loudness Pitch span> Effect on stress of a wider variety of suffixes Sentence-level Identifying and creating thought groups Stressed words in thought groups Rhythm in complex sentences Patterns with as, ...than, if Patterns with that Intonation for special meaning Sarcasm Empathetic comments Linking with different consonants

## Method(s) of Instruction

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

## Instructional Techniques

Demonstration of target suprasegmental pronunciation elements Self-evaluation of audio recordings Group evaluation of pronunciation in mid-length presentations and extended conversations about less familiar topics

## Reading Assignments

Students will read descriptions of the rules governing target pronunciation structures from a variety of sources including textbook, teacher-generated materials, and online sources. (approximately 1 hour per week) Students will read texts on less familiar topics to prepare for extended discussions. (approximately 1/2 hour per week)

## Writing Assignments

Students will draft mid-length presentations on less familiar topics to present to the class. (approximately 1 hour per week)

## Out-of-class Assignments

Students will practice producing target pronunciation structures. They will record themselves, review and evaluate their pronunciation, and rerecord until satisfied with their production. (approximately 1 1/2 hours per week)

## Demonstration of Critical Thinking

Students will evaluate and edit their own pronunciation in mid-length presentations about less familiar topics.

## Required Writing, Problem Solving, Skills Demonstration

Students will adjust pronunciation and apply various pronunciation structures as needed in recorded conversations.

## 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 3, 3rd ed. Pearson, 2017