

## ***Pronunciation in English for Medical Professionals***

### ***Intermediate+***

For nonnative speakers of English, problems with pronunciation can cause multiple communication problems in the workplace. ***Pronunciation in English for Medical Professionals - Intermediate+***, the electronic textbook for this course, presents the rules for pronunciation in English in a series of video lectures followed by interactive practices with feedback to reinforce the concepts. It offers a record and playback feature on every practice page and text translations in more than 10 languages to accommodate learners at multiple levels.

The electronic textbook for the course, ***Pronunciation in English for Medical Professionals – Intermediate+***, was first released in 2012 and later expanded to 2 levels. Multiple observations during the program development in clinical, hospital, and medical training settings insured that targeted vocabulary was used in an authentic context. Because vocabulary in any professional area changes over time, AmEnglish.com worked with a computational linguist in 2016, to identify current vocabulary in the medical field. Based on this research, additional vocabulary and practices were added to both levels of the program in 2017.

All of the lesson presentations (videos & lectures) in both levels of the program have been reviewed & approved by ETS®, maker of the TOEFL® and GMAT® tests.

This is a self-paced course. Students should review the course syllabus before enrolling. Each student will have up to 12 months to complete the course and meet the course objectives as outlined below.

#### **Each course includes:**

- ✓ 24/7 access to the interactive, electronic textbook
- ✓ Access to audio book version
- ✓ Weekly “Tips from the Author” emails with links to narrated movie files

## Syllabus for

# ***Pronunciation in English for Medical Professionals - Intermediate+ (2 CEUs)***

## **Chapter 4: Stress in Sentences**

### **Objectives**

- Students will learn/apply the rules for sentence level stress
- Students will learn/apply the rules for focus words in sentences

### **Outcomes**

- Students will be able to hear and reproduce correct stress at sentence level, improving both listening comprehension & spoken English.

Incorrect stress at sentence level can cause multiple communication problems. For example, if a speaker breaks the rules and stresses the pronouns in a sentence, the speaker can sound angry or upset.

Compare:

"I'd like to **talk** to you after the meeting today." (**neutral**) to

"**I'd** like to talk to **you** after the meeting today."(**angry**)

Nonnative speakers of English often unconsciously stress pronouns, which can change the tone of a message.

- Students will have the foundation required to identify and apply correct intonation, which is covered in chapter five.

## **Chapter 5: Intonation**

### **Objectives**

- Students will learn to identify intonation at the sentence level
- Students will learn to identify and apply correct intonation drops in sentences
- Students will learn to identify and apply correct intonation rises in sentences
- Students will learn to identify and apply correct intonation with numbers

- Students will learn to identify and apply correct intonation with yes/no questions
- Students will learn to identify and apply correct intonation with information questions
- Students will learn to identify and apply correct intonation with choices
- Students will learn to identify the connection between intonation and expectation
- Students will learn to change the focus in a sentence by changing the intonation
- Students will learn/apply the rule for intonation with new vs. old information in a sentence

## **Outcomes**

- Students will be able to hear and reproduce correct intonation at sentence level, improving both listening comprehension & spoken English.

Intonation divides speech into short, meaningful chunks, which makes it easier for the listener to digest the message.

If the speaker applies the intonation incorrectly, in a phone number for example, with the intonation breaks/drops in the wrong places:

41/5/ 55/5121/2 rather than 415/555/12/12/, it can make communication more challenging.

Applying the “up” intonation required at the end of a yes/no question to a statement can make a speaker sound uncertain or confused.

- Students will have the foundation required to identify and apply correct rhythm, which is covered in chapter six.

## **Chapter 6: Rhythm**

### **Objectives**

- Students will learn to identify rhythm at the sentence level
- Students will learn to identify/apply linking with vowels in sentences
- Students will learn to identify/apply linking with consonants in sentences
- Students will learn to identify/apply reduced “h” in sentences
- Students will learn to identify/apply reduced words in sentences

## **Outcomes**

- Students will be able to hear and reproduce correct rhythm at sentence level, improving both listening comprehension & spoken English.

Rhythm in English results in many phrases that are linked so that they sound like one word.

For example, "Did you pick-it-up?"

Learning the rules for rhythm can fill in listening comprehension gaps for nonnative speakers of English, which will improve communication in the workplace.

## **Course includes:**

- ✓ 24/7 access to the interactive, electronic textbook
- ✓ Access to audio book version
- ✓ Weekly "Tips from the Author" emails with links to narrated movie files

**Successful Completion of the course will be demonstrated by satisfying the required 20 hours working in the online program, audio book, Weekly Tips from the Author and completing the Final review with a minimum score of 75%** (tracked by the UMS - User Management System).