

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: March 12, 2010

Department: English As a Second Language

Number: 891

Course Title: Accent Reduction for Non-Native Speakers Units: 3.0

Total Semester Hours Lecture: 48.0 Lab: 0 Homework: 80 hrs.+ By Arrangement: 16 hrs.

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):

48 /16 = 3 FLCs

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

N/A

2. Corequisite (Attach Enrollment Limitation Validation Form.)

N/A

3. Recommended Preparation (Attach Enrollment Validation Form.)

Recommended Preparation: ESL 846 or equivalent with a pass or eligibility for ESL 847 or higher.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

ESL 891 Accent Reduction for Non-Native Speakers. (3) (Pass/No Pass grading.)
Minimum of 48 lecture hours plus 16 lab hours by arrangement per term. Recommended Preparation: ESL 846 or equivalent with a pass, or eligibility for ESL 847 or higher. Designed to enable non-native speakers of English learn, practice, and acquire more native-like speech. The class focuses on the general and individualized features of sounds and speech: the proper pronunciation of vowels, diphthongs, consonants, and consonant clusters in words, phrases, and clauses; the linking, blending, and assimilation of sounds in connected discourse; and appropriate tone, stress, intonation, pitch, and rhythm. (Units do not apply toward AA/AS degree.)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

ESL 891 Accent Reduction for Non-Native Speakers. Designed for non-native speakers of English. Accent reduction focusing on the proper pronunciation of vowels and consonants in words and phrases; the linking and contraction of sounds in conversations and short presentations; and the appropriate stress, intonation and rhythm. Plus one hour by arrangement per week. Recommended Preparation: ESL 846 or equivalent with a Pass or eligibility for ESL 847 or higher. Pass/No Pass grading. (Units do not apply toward AA/AS.)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- Distinguish and correctly pronounce English vowel and consonant sounds.
- Imitate native-speaker speech patterns.
- Correct individual pronunciation and speech problems (as identified by instructor).

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *(For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.)*)

(ESL students come with individually unique abilities and skills in their own language and in English. As a result, the students will be recorded reading a short passage in English, a passage that has language structures containing most of the course materials. On the basis of this recording, each student will be scored in terms of his or her mistakes. Many of these mistakes are universal, and the core curriculum will be used to emphasize correct American English pronunciation.)

Upon the completion of this course, students should be able to correctly

- identify the speech articulators and imitate the manner of articulation of the consonants, consonant clusters, vowels and diphthongs;
- pronounce the different vowel and diphthong sounds in isolation and in words, phrases, and clauses of American English;
- reproduce the different consonant and consonant cluster sounds in isolation and in words, phrases, and clauses;
- imitate the stress patterns found in words, phrases and clauses;
- approximate the rising and falling pitch associated with statements and questions;
- reproduce native-speaker tone and volume in the appropriate situations;
- imitate the linking in phrases and clauses;
- imitate appropriate pauses and rate in American speech;
- recognize faulty breathing and remedy it; and
- recognize and correct unique and individual problems (as diagnosed by the instructor).

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

- I. Students take American speech inventory diagnostic.
-Identify each student's unique problem areas.
(Feedback is most often given through a speech inventory.)
- II. Unit 1: English Spelling and English Sounds
- III. Unit 2: The Speech Articulators

- IV. Unit 3: Syllable Stress
 - V. Unit 4: Vowel and Consonant Length
 - VI. Unit 5: Content Words and Function Words
 - VII. Unit 6: Word Stress and Phrasing
 - VIII. Unit 7: Intonation
 - IX. Unit 8: Using a Dictionary for Pronunciation
 - X. Review and practice American English speech problems common to the class
 - XI. Check on student progress in the production and correctness of each student's American English speech problems. At the beginning of each semester each student will be assigned lessons from Units 9 to 36 depending on his/her unique problem areas.
 - XII. Practice final oral presentation for the individual student.
 - XIII. Repeat initial American speech inventory to determine improvement and/or remaining problems.
9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. (If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.)

The following are some of the strategies that will help students to successfully meet the course objectives mentioned above.

In-class assignments:

Listening Exercises:

1. Listen and practice to distinguish specific vowel or consonant sounds in minimal pair combinations.
2. Employ dictations and listening cloze exercises.

Paired Conversations:

1. Practice functional conversations in groups and in pairs that are later graded and that are used as a source of feedback to students.
2. Practice and imitate speech patterns in the context of functional conversations (e.g., tone, pace, stress, intonation, rhythm, linking, etc.).
3. Present paired conversations on some occasions and on others record them.

Group Work:

1. Introduce, practice and imitate vocabulary and idioms in a conversation that has a linguistic function (e.g., ...)
2. Introduce, imitate, and practice various oral exercises from the text or an outside source in groups or individually.
3. Read and discuss the key ideas in the text and the technical aspects of sound and speech production.
4. Have students share particular sound and/or speech performance problems with the class and/or have students ask for the correct pronunciation of words, phrases, and clauses from the home, work, community and school environments.

Out-of-class assignments:

1. Determine the meaning of vocabulary words in preparation for listening activities.
2. Listen for and note authentic use of idiomatic expressions (radio, TV, prepared cassettes/CDs, video clips or Internet clips) to discuss, understand their use, and pronounce in class sharing time.
3. Prepare presentations, paired conversations and individual performances.
4. Practice a poem, song, or TV/movie speech where the student mimics a native-speaker model for practice and recites/records his/her rendition of the poem, song, or passage.
5. ESL students with native speakers they have paired with meet to focus on some aspect of pronunciation.
6. ESL video exercises at www.eslvideo.com.
7. Individual Listening Practice (watching a TV program or movie or listening to a radio program to choose words, phrases and idioms that are interesting and/or problematic for students).
8. Students will be assigned lessons different from core lessons that correspond to his/her particular mistakes. The 16 hours by arrangement (at home or in the lab) is the time allotted to study the problems unique to each student and to study the core lessons, Units 1-8, in Orion (or other text).

Hour-by-arrangement activities:

These are conducted in the Reading/ESL Center and supervised by a faculty member. The activities may include any combination of the following for a total of 16 or more semester hours:

1. Discussions
 - a. Individual Meetings with faculty member on a variety of speaking topics.
 - b. Small group Conversation Circles on controversial/current issues (these are led by a lab instructor).
 - c. Conversation Partner discussions or practice between two students who do not speak the same language.
2. Listening Activities
 - a. Listening practice using advanced, academic dialogues, discussions and/or lectures to hear native use of the language and find difficult or never-before-heard words or phrases to practice on, given students' individual difficulties with the language.
3. Pronunciation Activities
 - a. Computer-based pronunciation lessons, exercises and quizzes (e.g., Pronunciation Power)
4. Vocabulary Activities
 - a. Computer-based idiom lessons, exercises, and quizzes.
 - b. Practice or exercises with computer programs using contextualized vocabulary related to intermediate to advance-level speaking situations.
10. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Administer and evaluate student inventory of American speech at the beginning and end of the semester.
2. Have graded dictations.
3. Provide graded listening exercises.
4. Schedule short paired and individual graded oral presentations.
5. Grade and give feedback on weekly student recordings or presentations.
6. Have a final graded oral presentation.

Possible Grading Criteria:

Weekly homework and/or other assignments	05%
Class participation	10%
Hour by arrangement	15%
Quizzes (e.g., dictations, listening exercises)	20%
Final graded presentation	20%
Paired conversations	30%

11. Representative Text Materials (With few exceptions, texts need to be current. Include publication dates.)

Gertrude F. Orion. 1997. Pronouncing American English: Sounds, Stress, and Intonation. (2nd edition). San Francisco, California: Heinle and Heinle Publishers.

Linda Grant. 2009. Well Said: Pronunciation for Clear Communication, 3rd Edition (with audio or CDs)

Prepared by: _____
(Signature)

Email address: gonzales@smccd.edu

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