

Skyline College
Official Course Outline

1. TITLE

ESOL 855: Accent Reduction

3 units, 3 lecture hours and one lab hour by arrangement per week.

Prerequisite: none

Recommendation: Eligibility for ESOL 840

2. COURSE CLASSIFICATION

Credit course not applicable to the Associate Degree.

3. COURSE DESCRIPTIONS

Catalog description: For intermediate to high-intermediate nonnative speakers who need to improve their spoken English. Course covers the English sound system, listening comprehension and improving production of standard US English. May be repeated for credit a maximum of one time. (Units do not count toward the Associate Degree.)

Schedule of classes description: For intermediate to high-intermediate nonnative speakers who need to improve their spoken English. Course covers the English sound system, listening comprehension and improving production of standard US English. May be repeated for credit a maximum of one time. (Units do not count toward the Associate Degree.)

4. COURSE JUSTIFICATION

Students at the intermediate to high-intermediate level of English may benefit from this elective class which will provide the guidance necessary for accent reduction and improved oral communication. This course may also be offered off campus to businesses and other organizations with many nonnative employees.

5. STUDENT LEARNING OUTCOMES

- Demonstrate aural comprehension of connected discourse in standard English speech.
- Use knowledge of mouth position, intonation, and linking and blending to enhance spoken English.
- Demonstrate clarity and intelligibility that can be understood by most attentive listeners.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES

- Demonstrate aural comprehension of connected discourse in standard English speech.
 - Use of authentic recorded English (tape or CD)
 - Listening discrimination assessments and lecture note-taking practice
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 - Ample group and individual practice of dialogs and scenes
 - Use of student recordings for illustration, comparison, and/or portfolio work.
 - Rubric-graded oral production assessment

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7. COURSE CONTENT

- Analysis of the differences and similarities with student's native language with regard to phonemes, stress, intonation, connected speech, and voice quality.
- Individual and group work geared towards accent improvement and clarity of speech. Because students from the same language background tend to have similar pronunciation problems, they can be grouped accordingly for practice in class.
- Development of listening and speaking skills with the aid of videos and tapes of "real life" settings. If the course is taught off campus, these settings can be directly related to the organization or profession of which students are a part.
- Explanation and intensive practice of the sound structure of English and its spelling, rhythm, and intonation rules.

8. REPRESENTATIVE METHODS OF INSTRUCTION

This is a lecture/discussion class which will include the use of technology as necessary for practice (tapes, videos, CDs, etc.) It is vital that listening discrimination and oral production be evaluated in terms of quality and proficiency.

9. ASSIGNMENTS

Assignments will enhance students' awareness of own phonemic and conversational production by means of any or all of the following:

- student voice recordings (digital or analog)
- partner exercises
- class presentations
- out-of-class interviews
- in-class recitation and enactment of scenes and dialogs

10. EVALUATION OF STUDENT PERFORMANCE

Student progress will be measured according to the following criteria:

- Diagnostic test.
- Frequent quizzes on factual material.
- Oral presentations (e.g. reading aloud, dialogues, tape recordings, talks).
- Final exam.

(Credit/No Credit or letter grade)

11. SUGGESTED TEXT(S)

Grant, L. (2007) Well Said Intro: Pronunciation for Clear Communication. 1/e. Boston: Heinle & Heinle. ISBN 1413005101

Grant, L. (2001) Well Said: Pronunciation for Clear Communication. 2/e. Boston: Heinle & Heinle. ISBN 083840197X