

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **English as a foreign language – pronunciation**
2. Course code: [15-PNJA-PH-CH-1BA-12](#), [15-PNJA-PH-CH-1BA-22](#)
3. Course type (compulsory or optional): **optional (the student chooses between British and American pronunciation)**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 60 hours (30h/semester)**
9. Number of ECTS credits: **3 ECTS (14 for the entire EFL 1BA following two semesters of classes and a successful exam)**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Dawid Pietrala**, [daphon@amu.edu.pl](mailto:daphon@amu.edu.pl), **dr Krzysztof Sawala**, [ksatena@amu.edu.pl](mailto:ksatena@amu.edu.pl)
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / **no**

### II. Detailed information

1. Course aim (aims):
  - developing articulatory skills aimed at maintaining necessary phonemic contrasts in the scope defined in the syllabus
  - raising awareness of the social meanings of pronunciation
  - developing the skill of monitoring one's pronunciation and the skill of independent individual work on one's pronunciation
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): none
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
15-PNJA-PH-CH-1BA_01	articulates English sounds and maintain essential phonemic contrasts	K_U01, K_U06
15-PNJA-PH-CH-1BA_02	uses selected allophonic processes of English in their own pronunciation	K_U01, K_U06
15-PNJA-PH-CH-1BA_03	articulates words with correct stress placement	K_U01, K_U06
15-PNJA-PH-CH-1BA_04	understands the social meaning of some pronunciation variants	K_K01, K_K02
15-PNJA-PH-CH-1BA_05	works on their pronunciation individually	K_U02, K_U03, K_K01, K_K03
15-PNJA-PH-CH-1BA_06	reflects on their own utterances and modifies them under the teacher's supervision	K_U07

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Selected monophthongs of English*	15-PNJA-PH-CH-1BA-12/22_01-06
Selected diphthongs of English*	15-PNJA-PH-CH-1BA-12/22_01-06
Selected consonants of English*	15-PNJA-PH-CH-1BA-12/22_01-02, 04-06
Voicing and fortis-lenis contrast word-finally	15-PNJA-PH-CH-1BA-12/22_01-02, 05-06
Weak forms of function words	15-PNJA-PH-CH-1BA-12/22_01-02, 05-06

Common mispronunciations	15-PNJA-PH-CH-1BA-12/22_01-06
Developing awareness of phonetic variability	15-PNJA-PH-CH-1BA-12/22_01-06
Word stress	15-PNJA-PH-CH-1BA-12/22_03_05_06

\*The selection of monophthongs, diphthongs and consonants is determined by their importance, frequency and functional load. Consequently, the obligatory list of sounds includes:

a) monophthongs: KIT, FLEECE, TRAP (in contrast to DRESS and STRUT if possible), PALM / START, NORTH / THOUGHT (in contrast to British LOT if possible), NURSE, schwa

b) diphthongs: GOAT

c) consonants: /θ ð ŋ t d r l/

At the beginning of the course, the teacher is obliged to present the complete inventory of British and American sounds and introduce all the phonemic symbols with the view of enabling phonemic transcription.

Accent-specific guidelines (British or American) include discussing:

a) the quality and distribution of /r/ as well as clear and dark /l/ in the British group

b) the quality of /r/, dark /l/, LOT vowel and *tapping* / t-voicing in the American group

## 5. References:

### Pronunciation dictionaries

Jones, D. 2006. *Cambridge English pronouncing dictionary*. (17th edition by P. Roach, J. Hartman and J. Setter. With CD-ROM.) CUP.

Kenyon, J.S and T.A. Knott. 1953. *A pronouncing dictionary of American English*. G.C. Merriam Co.

Lindsey, G. and Péter Szigetvári. CUBE pronunciation dictionary, with sound links:

<http://seas3.elte.hu/cube/>

Upton, C. and W. Kretzschmar. 2017. *The Routledge Dictionary of Pronunciation for Current English*. (2nd edition). Routledge.

Wells, J. 2008. *Longman pronunciation dictionary*. (3rd edition. With CD-ROM.) Pearson Education.

### Coursebooks

#### British English

Hancock, M. 2003. *English pronunciation in use* (Intermediate). CUP. [With audio CDs and CD-ROM.]

Hewings, M. 2007. *English pronunciation in use* (Advanced). CUP. [With audio CDs and CD-ROM.]

O'Connor J.D. 1973. *Phonetic drill reader*. CUP.

O'Connor, J.D. and J. Fletcher. 1991. *Sounds English*. Longman.

Ponsonby, M. 1982. *How now, brown cow?* Pergamon Press.

Sawala K., T. Szczegóła, and M. Jankowski. 2017. *Say It Right - A Multimedia Course in English Pronunciation and Vocabulary 5.0*. Poznań: Oficyna Wydawnicza Atena Krzysztof Sawala; Motivex.

#### American English

Cook, A. 2000. *American accent training. A guide to speaking and pronouncing colloquial American English*. (2nd ed.) Hauppauge, NY: Barrons.

Gilbert, J.B. 1984. *Clear speech*. CUP.

Hagen, S. and P. Grogan. 1992. *Sound advantage. A pronunciation book*. Prentice Hall.

Orion, G.F. 1990. *Pronouncing American English*. Newbury House Publishers.

Prator, C. and B. Robinett. 1985. *Manual of American English pronunciation*. Harcourt College.

Sawala K., T. Szczegóła, and M. Jankowski. 2017. *Say It Right - A Multimedia Course in English Pronunciation and Vocabulary 5.0*. Poznań: Oficyna Wydawnicza Atena Krzysztof Sawala; Motivex.

## III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

<b>Teaching and learning methods and activities</b>	<b>X</b>
Lecture with a multimedia presentation	<b>X</b>
Interactive lecture	
Problem – based lecture	
Discussions	<b>X</b>
Text-based work	<b>X</b>
Case study work	
Problem-based learning	
Educational simulation/game	<b>X</b>
Task – solving learning (e.g. calculation, artistic, practical tasks)	<b>X</b>
Experiential work	<b>X</b>
Laboratory work	<b>X</b>
Scientific inquiry method	<b>X</b>
Workshop method	
Project work	<b>X</b>
Demonstration and observation	<b>X</b>
Sound and/or video demonstration	<b>X</b>
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	<b>X</b>
Group work	<b>X</b>
Other (please specify) – articulatory descriptions of speech listening to model texts, repetition, phonetic drills, oral presentation; perception texts, phonemic transcription, exposure to authentic materials, e.g. BBC	<b>X</b>
Pair work	<b>X</b>
One-on-one conferences	<b>X</b>
Audio or / and video recordings	<b>X</b>

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

<b>Assessment methods</b>	<b>Course learning outcome symbol</b>					
Written exam						
Oral exam						
Open book exam						
Written test (e.g. transcription quizzes)						15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_03
Oral test						15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_02 15-PNJA-PH-CH-1BA_03 15-PNJA-PH-CH-1BA_04
Multiple choice test						
Project						15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_02 15-PNJA-PH-CH-1BA_03 15-PNJA-PH-CH-1BA_04 15-PNJA-PH-CH-1BA_05
Essay						
Report						
Individual presentation						15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_02 15-PNJA-PH-CH-1BA_03 15-PNJA-PH-CH-1BA_04 15-PNJA-PH-CH-1BA_05

Practical exam (performance observation)						
Portfolio						
Other (please specify) – recording texts, dialogues, spontaneous speeches	15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_02 15-PNJA-PH-CH-1BA_03 15-PNJA-PH-CH-1BA_04 15-PNJA-PH-CH-1BA_05					
Preparing word lists, sentences, dialogues or spontaneous presentations and presenting them in front of the teacher	15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_02 15-PNJA-PH-CH-1BA_03 15-PNJA-PH-CH-1BA_04 15-PNJA-PH-CH-1BA_05 15-PNJA-PH-CH-1BA_06					
Preparing word lists, sentences, dialogues or spontaneous presentations and presenting them in front of the class	15-PNJA-PH-CH-1BA_01 15-PNJA-PH-CH-1BA_02 15-PNJA-PH-CH-1BA_03 15-PNJA-PH-CH-1BA_04 15-PNJA-PH-CH-1BA_05 15-PNJA-PH-CH-1BA_06					

### 3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		60
Independent study*	Preparation for classes	20
	Reading for classes	
	Essay / report / presentation / demonstration preparation, etc.	4
	Project preparation	3
	Term paper preparation	
	Test preparation	3
	Other (please specify) -	
...		
Total hours		90
Total ECTS credits for the course		3

\* please indicate the appropriate activity types and/or suggest different activities

### 4. Assessment criteria in accordance with AMU in Poznan's grading system:

**Very good (bdb; 5,0):** the student has distinctive features of British or American standard pronunciation and has mastered all the phonemes discussed in class very well, stresses polysyllabic words correctly and uses weak forms; no or negligible interference from L1 (in the scope of sounds covered in class)

**Good plus (+db; 4,5):** the student has distinctive features of British or American standard pronunciation and has mastered all the phonemes discussed in class very well, stresses polysyllabic words correctly and uses weak forms; the student makes sporadic mistakes in the production of sounds and stress patterns discussed in class; minimal interference from L1 (in the scope of sounds covered in class)

**Good (db; 4,0):** the student has distinctive features of British or American standard pronunciation and has mastered all the phonemes discussed in class well, stresses polysyllabic words correctly and uses weak forms; the student makes sporadic mistakes in the production of sounds and stress patterns discussed in class; minimal interference from L1 (in the scope of sounds covered in class)

**Satisfactory plus (+dst; 3,5):** the student has distinctive features of British or American standard pronunciation and has mastered all the phonemes discussed in class to a satisfactory degree, however, s/he still makes mistakes in the production of essential sound contrasts and stress patterns and does not apply weak forms in all potential contexts; occasional interference from L1 does not hinder communication

**Satisfactory (dst; 3,0):** the student has distinctive features of British or American standard pronunciation and has mastered all the phonemes discussed in class to a sufficient degree, however, s/he still makes mistakes in the production of essential sound contrasts and stress patterns and does not apply weak forms in all potential contexts; occasional interference from L1 does not hinder communication

**Unsatisfactory (ndst; 2,0):** the students does not have distinctive features of British or American standard pronunciation, makes grave mistakes in basic phonemic contrasts (e.g. FLEECE vs KIT, fortis-lenis contrast word-finally, vowel length contrasts); stresses polysyllabic words (and even two-syllable words) erroneously, does not apply weak forms, cannot monitor their own pronunciation, does not possess language awareness or the skills to control and correct their own mistakes; strong interference from L1 (in the scope of sounds covered in class).