

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **English as a foreign language – pronunciation**
2. Course code: [15-PNJA-PH-CH-2BA-12](#), [15-PNJA-PH-CH-2BA-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 2**
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: **13 ECTS (for the entire EFL 2BA following two semesters of classes and a successful exam)**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Jacek Rysiewicz**, rjacek@amu.edu.pl; **dr Krzysztof Sawala**, 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 skills of controlling various aspects of connected speech, including prosodic aspects such as intonation
 - developing the ability to monitor one's pronunciation
 - developing the ability to work on one's pronunciation independently
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-2BA_01	controls the segmental aspects of their pronunciation	K_U01, K_U02, K_U07
15-PNJA-PH-CH-2BA_02	controls aspects of connected speech, rhythm and intonation	K_U01, K_U02, K_U07
15-PNJA-PH-CH-2BA_03	stresses morphologically simple and complex words correctly	K_U01
15-PNJA-PH-CH-2BA_04	understands social meanings of some pronunciation variants	K_K01, K_K02
15-PNJA-PH-CH-2BA_05	works on their pronunciation independently	K_K01, K_U02, K_K03
15-PNJA-PH-CH-2BA_06	reflects on their own productions 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)
Connected speech processes:	15-PNJA-PH-CH-2BA_02_04-06
Word stress, sentence stress and rhythm	15-PNJA-PH-CH-2BA_03_05_06
Weak forms of function words	15-PNJA-PH-CH-2BA_02_05_06
Intonation	15-PNJA-PH-EL-2BA-12_02_05_06
Raising awareness of phonetic variability	15-PNJA-PH-EL-2BA-12_02&04
Consolidation and mastery of the segmental inventory	15-PNJA-PH-EL-2BA-12_01_04-06

5. Reading list:

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.

British English

- Bradford, B. 1988. *Intonation in context*. CUP.
- Brazil, D. 1994. *Pronunciation for advanced learners of English*. CUP.
- Hewings, M. 2007. *English pronunciation in use (Advanced)*. CUP. [With audio CDs and CD-ROM.]
- Ponsonby, M. 1982. *How now, brown cow?* Pergamon Press.
- Thompson, I. 1985. *Intonation practice*. OUP.
- Vaughan-Rees, M. 1994. *Rhymes and rhythm: A poem-based course for English pronunciation*. Macmillan.
- Wells, J. 2006. *English intonation: An introduction*. CUP. [With audio CD.]

American English

- Bifulco, B., A. Popiel, M. Woynarowski and G. Blick. 1996. *Young people talk*. Wydawnictwo Idea.
- Cook, A. 2000. *American accent training. A guide to speaking and pronouncing colloquial American English*. (2nd ed.) Hauppauge, NY: Barrons.
- Dąbrowski, K. 1991. *American kaleidoscope*. Wydawnictwa Szkolne i Pedagogiczne.
- Gilbert, J.B. 1984. *Clear speech*. CUP.
- Hagen, S. and P. Grogan. 1992. *Sound advantage*. A pronunciation book. Prentice Hall.
- Jones, L. and C. Von Baeyer. 1983. *Functions of American English*. CUP.
- Orion, G.F. 1990. *Pronouncing American English*. Newbury House Publishers.
- Prator, C. and B. Robinett. 1985. *Manual of American English pronunciation*. Harcourt College.
- Tillit, B. and M.N. Bruder. 1985. *Speaking naturally*. CUP.
- Trager, E.C. 1982. *Pd's in depth*. Prentice-Hall.
- Weinstein, N. 1982. *Whaddaya say?* Prentice-Hall.

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)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	
Problem-based learning	
Educational simulation/game	X
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	X
Laboratory work	X
Scientific inquiry method	X
Workshop method	X
Project work	X
Demonstration and observation	X
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
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	X
Pair work	X
One-on-one conferences	X
Audio or / and video recordings	X

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)

Assessment methods	Course learning outcome symbol					
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02 15-PNJA-PH-CH-2BA_03 15-PNJA-PH-CH-2BA_04					
Test / Quiz	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02 15-PNJA-PH-CH-2BA_03					
Project	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02 15-PNJA-PH-CH-2BA_03 15-PNJA-PH-CH-2BA_04 15-PNJA-PH-CH-2BA_05					
Essay						
Report						
Individual presentation	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02					

	15-PNJA-PH-CH-2BA_03 15-PNJA-PH-CH-2BA_04 15-PNJA-PH-CH-2BA_05
Practical exam (performance observation)	
Portfolio	
Other (please specify) – recording word lists, dialogues, texts or spontaneous productions	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02 15-PNJA-PH-CH-2BA_03 15-PNJA-PH-CH-2BA_04 15-PNJA-PH-CH-2BA_05
Preparing word lists, sentences, dialogues or spontaneous presentations and presenting them in front of the teacher	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02 15-PNJA-PH-CH-2BA_03 15-PNJA-PH-CH-2BA_04 15-PNJA-PH-CH-2BA_05 15-PNJA-PH-CH-2BA_06
Preparing word lists, sentences, dialogues or spontaneous presentations and presenting them in front of the class	15-PNJA-PH-CH-2BA_01 15-PNJA-PH-CH-2BA_02 15-PNJA-PH-CH-2BA_03 15-PNJA-PH-CH-2BA_04 15-PNJA-PH-CH-2BA_05 15-PNJA-PH-CH-2BA_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.	3
	Project preparation	2
	Term paper preparation	
	Test preparation	5
	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, has an excellent command of all the phonemes covered in class, stresses polysyllabic words correctly (including primary and secondary stress), uses weak forms, applies connected speech processes and appropriate intonation contours; negligible or no interference from L1 (in the area of pronunciation features and issues discussed in class)

Good plus (+db; 4,5): the student has distinctive features of British or American standard pronunciation, has a very good command of all the phonemes covered in class, stresses polysyllabic words correctly (including primary and secondary stress), uses weak forms, applies connected speech processes and appropriate intonation contours; the student occasionally makes little

mistakes / slips; negligible or no interference from L1 (in the area of pronunciation features and issues discussed in class)

Good (db; 4,0): the student has distinctive features of British or American standard pronunciation, has a good command of all the phonemes covered in class, stresses polysyllabic words correctly (including primary and secondary stress), uses weak forms, applies connected speech processes and appropriate intonation contours; the student makes occasional mistakes; minimal interference from L1 (in the area of pronunciation features and issues discussed in class)

Satisfactory plus (+dst; 3,5): the student has distinctive features of British or American standard pronunciation, has a satisfactory command of all the phonemes covered in class, however, the student makes occasional mistakes in the production of sounds or stress placement; the student uses weak forms and connected speech processes in the majority of potential contexts and demonstrates the ability to control their pronunciation and self-correct; sporadic interference from L1 (in the area of pronunciation features and issues discussed in class)

Satisfactory (dst; 3,0): the student has distinctive features of British or American standard pronunciation, has a sufficient command of all the phonemes covered in class, however, the student makes occasional mistakes in the production of sounds or stress placement; the student uses weak forms and connected speech processes in the majority of potential contexts and demonstrates the ability to control their pronunciation and self-correct; occasional interference from L1 (in the area of pronunciation features and issues discussed in class)

Unsatisfactory (ndst; 2,0): the student makes mistakes in basic segmental contrasts (th, KIT vs FLEECE, vowel length etc.), does not use weak forms, monitor their pronunciation and demonstrates an ability to self-correct; noticeable interference from L1 in segmental and suprasegmental features discussed in class