

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **English as a foreign language: corrective pronunciation**
2. Course code: **FON**
3. Course type (compulsory or optional): **optional**
4. Study programme name: **Language, Mind, Technology**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle of studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 + 30 hours**
9. Number of ECTS credits: **1 + 1**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:
dr hab. Paula Orzechowska (paulao@wa.amu.edu.pl); dr Dawid Pietrala (daphon@wa.amu.edu.pl); mgr Michał Jankowski (mjank@wa.amu.edu.pl)
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information

1. Course aim (aims):
 - Develop students' previously acquired competences related to English segmental and suprasegmental phonetics
 - Strengthen students' competence of monitoring their own pronunciation and working on it individually
 - Systematize students' knowledge about differences between General British and General American pronunciation
 - Develop awareness of phonetic variability
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
 - knowledge of English at at least B2 level
 - knowledge of basic differences between English and Polish
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 this course, a student will be able to:	Reference to study programme learning outcomes (EK)
FON_01	correctly articulate English vowels and consonants, preserving relevant phonemic contrasts and appropriate allophones	K_U01, K_U09, K_K01-K03
FON_02	apply weak forms, phonostylistic processes, rhythm and intonation typical of English	K_U01, K_U09, K_K01-K03
FON_03	work on their own pronunciation	K_U19
FON_04	correct their own phonetic mistakes in English	K_K01, K_03
FON_05	be aware of social meaning of differences between different phonetic variants and use them freely	K_W06

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

Course learning content:	Course learning outcome symbol (EU)
Selected aspects of segmental phonetics (English vowels and consonants)	FON_01, FON_03-05
Selected aspects of segmental phonetics (English word stress, sentence stress, rhythm and intonation)	FON_02, FON_03, FON_04
Differences between British and American pronunciation	FON_05

5. Reading list:

Phonetic 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.

The remaining materials will be selected by the teachers depending on the phonetic needs of students.

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	
Interactive lecture	
Problem – based lecture	
Discussions	
Text-based work	
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	X
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	X
Other (please specify) -	
...	

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		
	FON_01 – 05 (depending on a teacher)		
Written exam			
Oral exam			
Open book exam			
Written test			
Oral test			
Multiple choice test			
Project			
Essay			
Report			

Individual presentation			
Practical exam (performance observation)			
Portfolio			
Other (please specify) -			
Recording of dialogues / texts	X		
Text transcription	X		

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	15
	Reading for classes	
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	...	
Total hours		75
Total ECTS credits for the course		1 + 1

* 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 possesses distinctive features of British or American standard pronunciation, has an excellent command of all phonemes, stresses polysyllabic words correctly, uses weak forms and phonostylistic processes, uses English rhythm and intonation appropriate for the context, the influence of the mother tongue (henceforth L1) is negligible.

good plus (+db; 4,5): the student possesses distinctive features of British or American standard pronunciation, has a very good command of all phonemes, stresses polysyllabic words correctly, uses weak forms and phonostylistic processes, uses English rhythm and intonation appropriate for the context, sporadically makes minor mistakes; the influence of the mother tongue is minimal.

good (db; 4,0): the student possesses distinctive features of British or American standard pronunciation, has a good command of basic phonemes, stresses polysyllabic words correctly, uses weak forms and phonostylistic processes, uses English rhythm and intonation appropriate for the context, occasionally makes mistakes; the influence of the mother tongue is minimal.

satisfactory plus (+dst; 3,5): the student possesses distinctive features of British or American standard pronunciation, has a satisfactory command of basic phonemes; however, the student makes occasional mistakes in the production of basic contrasts or stress assignment or does not use weak forms and phonostylistic processes in all potential contexts, speech is not consistent in terms of rhythmic patterns

and the use of intonation appropriate for the context, occasional L1 interference does not hinder communication.

satisfactory (dst; 3,0): the student possesses distinctive features of British or American standard pronunciation, has a sufficient command of basic phonemes; however, the student still makes occasional mistakes in the production of basic contrasts or stress assignment or does not use weak forms and phonostylistic processes in all potential contexts, speech is not consistent in terms of rhythmic patterns and the use of intonation appropriate for the context, the student has difficulties in recognizing tones, L1 interferences does not hinder communication.

fail (ndst; 2,0): the student does not possess distinctive features of British or American standard pronunciation, makes grave mistakes in basic phonemic contrasts (e.g. FLEECE vs KIT, voicing contrasts, vowel length contrasts), makes mistakes in the stress assignment in polysyllabic and bisyllabic words, the student does not use weak forms and phonostylistic processes, does not use English rhythm and has difficulties in recognizing tones, cannot monitor their own pronunciation, does not have language awareness or the ability to control and correct their own mistakes; strong interference from L1.