

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: Academically-oriented English practice: Pronunciation
2. Course code: 15-AOEP-PH-EL-1BA-12
3. Course type (compulsory or optional): compulsory
4. Study programme name: English Linguistics: Theories, interfaces, technologies
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): I
6. Educational profile (general academic profile or practical profile): academic
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 120 practical hours
9. Number of ECTS credits: 4
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*:
coordinator: dr Paulina Zygorowicz zpaula@amu.edu.pl
 dr hab. Paula Orzechowska paulao@wa.amu.edu.pl
 mgr Iga Krzysik ikrzysik@wa.amu.edu.pl
 prof. dr hab. Anna Balas abalas@wa.amu.edu.pl
 prof. dr hab. Malgorzata Kul kgosia@amu.edu.pl
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : ... materials, testing, submitting recordings to be graded

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)
 - Developing the ability of articulating English sounds in all allophonic contexts while maintaining the necessary phonemic contrasts.
 - Developing the awareness of the social meaning of pronunciation.
 - Developing the ability of monitoring one's speech and independently working on one's pronunciation.
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): the knowledge of basic linguistic issues, introduced in secondary school; the level of English: B2
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Z komentarzem [PK1]: We suggest using 5-6, expressed as actions: defines, distinguishes, understands, etc. These outcomes should be testable using the assessment methods listed later below as well as associated with the teaching contents of the course (given in the next table).

Z komentarzem [PK2]: Find LO for relevant „kierunek” here: http://wa.amu.edu.pl/wa/pl/efekty_ksztalcenia

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
AOEP-PH_01	Can articulate English sounds and maintains the necessary phonemic contrasts.	K_U01, K_U06
AOEP-PH_02	Uses the basic allophonic processes of the English language when speaking.	K_U01, K_U06

AOEP-PH_03	Can stress English words correctly.	K_U01
AOEP-PH_04	Is aware of the social meaning of some variants of English pronunciation.	K_K01, K_K02
AOEP-PH_05	Is able to independently work on his/her pronunciation.	K_K01, K_K03
AOEP-PH_06	Is able to reflect on his oral performance and modify it under the teacher's supervision.	K_U06

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

Course learning content:	Course learning outcome symbol(s) (EU)
English monophthongs	PH_01-06
English diphthongs	PH_01-06
English consonants	AOEP-PH_01, 02, 04-06
Weak forms of grammar words	AOEP-PH_01, 02, 03-06
Elementary suprasegmental features: word stress, sentence stress and rhythm	AOEP-PH_01-06
Developing the awareness of variability	AOEP-PH_01-06
Elements of phonemic transcription	AOEP-PH_01, 03
Common mispronunciations	AOEP-PH_01-06

5. Reading list

Pronunciation dictionaries

In order to ensure compatibility with the content of the course *Linguistic theory: Phonology 1 and 2*, where the IPA transcription is promoted, it is recommended that Pronunciation teachers and students use the conventions of the Jones's (2011) and Wells's (2008) 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. 1995. *Pronunciation games*. CUP.

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. and J. Fletcher. 1991. *Sounds English*. Longman.
 Ponsonby, M. 1982. *How now, brown cow?* Pergamon Press.
 Sawala K., T. Szczegółka, 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.
 Orion, G.F. 1990. *Pronouncing American English*. Newbury House Publishers.
 Sawala K., T. Szczegółka, 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 other 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	X
Problem-based learning	
Educational simulation / game	X
Task-solving learning (e.g.: 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 (e.g.: 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 (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	AEOP-PH_01	AEOP-PH_02	AEOP-PH_03	AEOP-PH_04	AEOP-PH_05	AEOP-PH_06
Written exam						
Oral exam	X	X	X	X		
Open book exam						
Written test						
Oral test						
Multiple choice test (e.g. transcription quiz)	X		X			
Project (e.g. theatre performance, sketch in pairs or groups)	X	X	X	X	X	
Essay						
Report						
Individual presentation	X	X	X	X	X	
Practical exam (performance observation)						
Portfolio						
Other (please specify) – recordings, dialogue, spontaneous speech	X	X	X	X	X	
Preparing word or sentence lists, texts or spontaneous presentations and presenting them in front of the teacher	X	X	X	X	X	X
Preparing word or sentence lists, texts or spontaneous presentations and presenting them in front of other students	X	X	X	X	X	X

3. Student workload (ECTS credits)

Activity types	Mean number of hours spent on each activity type	
Contact hours with the teacher as specified in the study programme	120	
Students' self-study*	Preparation for classes	25
	Reading for classes	
	Essay / report / presentation / demonstration preparation, etc.	5
	Project preparation	4
	Term paper preparation	
	Exam preparation	6
	Other (please specify) -	
...		
TOTAL HOURS	160	

Z komentarem [PK3]: The total number of working hours should be equal to the number of ECTS points multiplied by 30.

Total ECTS credits for the course	4
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Z komentarzem [PK4]: The number of ECTS credits should be THE SAME as in the General information section on the first page.

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

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

Z komentarzem [PK5]: Specify the assessment criteria for this very course

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; 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; 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; 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 in all potential contexts; 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 in all potential contexts; occasional 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) or stress assignment; the student does not use weak forms, cannot monitor their own pronunciation, does not have language awareness or the ability to control and correct their own mistakes; strong interference from L1.