

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: Academically-oriented English practice: Pronunciation
2. Course code: 15-AOEP-PH-EL-2BA-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): 60 practical hours
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff\*:  
coordinator: dr Paulina Zydorowicz zpaula@amu.edu.pl  
Paweł Chelminiak, M.A. [pawel.chelminiak@amu.edu.pl](mailto:pawel.chelminiak@amu.edu.pl)  
Bartosz Brzoza, M.A. [bartosz.brzoza@amu.edu.pl](mailto:bartosz.brzoza@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 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):  
The minimum passing grade (60%) in 1BA EFL exam
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](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	control the segmental aspects of their pronunciation	K_U01, K_U02, K_U07
AOEP-PH_02	control aspects of connected speech, rhythm and intonation	K_U01, K_U02, K_U07
AOEP-PH_03	stress morphologically simple and complex words correctly	K_U01
AOEP-PH_04	understand social meanings of some pronunciation variants	K_K01, K_K02
AOEP-PH_05	work on their pronunciation independently	K_K01, K_U02 K_K03

AOEP-PH_06	reflect on their own productions and modify them under the teacher's supervision	K_U07
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#### 4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol(s) (EU)
Connected speech processes: assimilation, elision, epenthesis, linking	AOEP-PH_02_04-06
Word stress, sentence stress and rhythm	AOEP-PH_03_05_06
Weak forms of function words	AOEP-PH_02_05_06
Intonation	AOEP-PH_02_05_06
Raising awareness of phonetic variability	AOEP-PH_02_04
Consolidation and mastery of the segmental inventory	AOEP-PH_01_04-06

#### 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

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.]

**Sawala, K. and M. Jankowski. 2020. *Say It Right - the Prosody of English. A Multimedia Course in English Word Stress, Phrase Stress, Intonation, Rhythm, and Connected Speech*. Poznań: Oficyna Wydawnicza Atena Krzysztof Sawala & Motivex. (Electronic edition. ISBN 978-83-923700-9-3)**

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

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

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

Sawala, K. and M. Jankowski. 2020. *Say It Right - the Prosody of English. A Multimedia Course in English Word Stress, Phrase Stress, Intonation, Rhythm, and Connected Speech*. Poznań: Oficyna Wydawnicza Atena Krzysztof Sawala & Motivex. (Electronic edition. ISBN 978-83-923700-9-3)

### 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) – phonetic drills, oral presentations, perception tests, 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			
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		60
Students' self-study*	Preparation for classes	20
	Reading for classes	
	Essay / report / presentation / demonstration preparation, etc.	3
	Project preparation	3
	Term paper preparation	
	Exam preparation	4
	Other (please specify) -	
	...	
<b>TOTAL HOURS</b>		90
<b>Total ECTS credits for the course</b>		3

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

**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 (including primary and secondary stress), uses weak forms, connected speech processes and appropriate intonation contours; 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 (including primary and secondary stress), uses weak forms, connected speech processes and appropriate intonation contours; 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 (including primary and secondary stress), uses weak forms, connected speech processes and appropriate intonation contours; 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; the student uses weak forms and connected speech processes in the majority of most potential contexts and demonstrates the ability to self-correct; occasional L1 interference in terms of rhythm or intonation.

**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, the student uses weak forms and connected speech processes in the majority of most potential contexts and demonstrates the ability to self-correct; occasional L1 interference in terms of rhythm or intonation.

**fail** (ndst; 2,0): the student 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 affecting word stress, rhythm or intonation.