**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

**ACADEMIC YEAR: 2024/2025**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | **Phonetics and Phonology** (lecture)  **Practical phonetics** (practical class) |
| Faculty (name of the unit offering the field of study) | Faculty of Humanities |
| Name of the unit running the course | Department of English Studies |
| Field of study | English studies |
| Qualification level | BA |
| Profile | general academic |
| Study mode | full-time studies |
| Year and semester of studies | Year I semester 1 winter term |
| Course type | major |
| Language of instruction | English |
| Coordinator | dr Marta Nowacka |
| Course instructor | dr Marta Nowacka |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| 1 | 15 | - | - | - | - | 30 | - | - | 3 |

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment (pass with a grade, pass without a grade):

Lecture: pass without a grade (60% in a test),

Practical class: pass with a grade (60% in a test)

2. Prerequisites

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| none (intermediate – upper-intermediate level of English would facilitate understanding phonetic theory) |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | to acquaint students with theory and practice of English phonetics – RP as a model accent, |
| O2 | to get rid of a strong, unintelligible, incomprehensible foreign accent in English, |
| O3 | to build students’ awareness and concern for good pronunciation, |
| O4 | to draw students’ attention to the problematic areas faced by foreign learners of English, |
| O5 | to provide students with necessary knowledge to be able to self-evaluate their own pronunciation and correct and assess the pronunciation of others. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

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| --- | --- | --- |
| Learning Outcome | the description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | A student knows and understands, in an advanced manner, selected phonetic phenomena as well as corresponding methods and theories that explain their complex relationships, i.e. the basic knowledge within academic disciplines that constitute theoretical foundations; as well as a student knows and understands selected issues that constitute his/her detailed knowledge that is essential for English studies within the realms of English phonetics. | K\_W01 |
| LO\_02 | A student knows and understands a complex nature of English phonetics; a student knows that foreign language competence consists of declarative competence of phonetic and phonological issues as well as procedural performance, i.e. practical skills such as reading, writing, speaking, listening including comprehensible and intelligible pronunciation. | K\_W02 |
| LO\_03 | A student knows and understands selected phonetic phenomena and linguistic processes in the English language; in particular, he/she knows the theoretical background and the practical application of English phonetics; defines and explains phonetic concepts; provides examples of selected sounds or processes; describes the production of individual sounds; recognizes sounds, words and sentences from listening and is able to transcribe them; characterizes phonetic differences between English and their native language; identifies phonetic problems of users of their native language. | K\_W04 |
| LO\_04 | A student knows and understands, in an advance fashion, issues regarding teaching and learning pronunciation of English as  a foreign language. | K\_W05 |
| LO\_05 | A student can manifest proper (comprehensible and intelligible) pronunciation in the English language at a C1 level of CEFR (Common European Framework of Reference for Languages) standard; aims at mastering perception and production of English sounds, words and utterances; is aware of different registers. | K\_U08 |
| LO\_06 | A student can plan and organize individual- and team work,  e.g. reads English texts aloud and works to cope with stage fright in front of the audience. | K\_U09 |
| LO\_07 | A student can cooperate with other students in teamwork;  a student is able to critically evaluate others’ pronunciation, i.e. to point to their strengths and weaknesses, erroneous renditions as well as is able to praise correct enunciation. | K\_U10 |
| LO\_08 | A student can plan and improve his/her own professional development, i.e. understands the need for a constant development, broadening their phonetic knowledge and improving their performance. | K\_U11 |
| LO\_09 | A student is able to critically evaluate his/her own knowledge and performance; is open to teacher’s and other students’ critical remarks. | K\_K01 |

**3.3. Course content (to be completed by the coordinator)**

1. Lecture:

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| --- | --- | --- |
|  | Content outline |  |
| No. | COURSE CONTENT | NUMBER OF HOURS |
| 1. | General Introduction to the course: syllabus, list of books, requirements, etc. | 1 |
| 2. | Introduction of basic phonetic concepts: phonetics, phonology, phoneme, RP, GA etc. | 1 |
| 3. | Introduction to phonetic Internet resources. | 2 |
| 4. | The production of speech sounds:  - speech as a means of vocal communication,  - the description of speech organs. | 1 |
| 5. | The production and description of English pure vowels, diphthongs and triphthongs.  Theory:  - the cardinal vowel diagram,  - the vowel systems of English and Polish: English/Polish substitutions,  - vowel duration in a different context in a word. | 2 |
| 6. | Transcription:   * - the phonetic chart (IPA): transcription and symbols. * - writing and reading transcription, | 2 |
| 7. | The classification of English and Polish consonants: English/Polish substitutions.  - Plosives: Aspiration: exercises on aspiration of /p/, /t/ and /k/.  - Fricatives and affricates.  - Approximants, nasals and laterals, nasal and lateral release. | 5 |
| 8. | Final test | 1 |
|  | TOTAL NUMBER OF HOURS | 15 |

1. Practical classes:

|  |  |  |
| --- | --- | --- |
| No. | COURSE CONTENT | NUMBER OF HOURS |
| 1. | General Introduction to the course: syllabus, list of books, requirements, etc. | 1 |
| 2. | Transcription: reading and writing phonemic symbols. | 10 |
| 3. | Production and perception of English vowels. | 18 |
| 4. | Tests | 1 |
|  | Total number of hours: | 30 |

3.4. Methods of Instruction

1. Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation.

2. Practical classes: individual work, pair work and group work; perception and production tasks; repetition, phonetic drills; self-correction, peer correction and teacher correction, self-evaluation; dialogues and monologues, oral presentation, reading aloud, transcription of a written text and transcription from listening (sounds, words and sentences).

4. ASSESSMENT TECHNIQUES AND CRITERIA

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes  (e.g. test, observation during classes) | Learning format (lectures - L,  practical classes – PC.) |
| LO\_ 01 | test | l. |
| LO \_ 02 | test | L., PC. |
| LO \_ 03 | test | L., PC. |
| LO \_ 04 | test | L. |
| LO \_ 05 | oral presentation | PC. |
| LO \_ 06 | oral presentation, observation during classes | PC. |
| LO \_ 07 | oral presentation, observation during classes | PC. |
| LO \_08 | oral presentation | PC. |
| LO \_09 | oral presentation, observation during classes | PC. |

4.2 Course assessment criteria

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| Students are obliged to take and pass all tests during the course. The minimum of 60% is required for a pass.  There are the following tests throughout the whole semester:   * *written*: * - perception tests (practical class), * - transcription test of a written text and transcription from listening (practical class), * - of theory and its practical application: close and open-ended questions, credit (lecture). * *oral* (spontaneous speaking and reading): * - diagnostic test (at the beginning of the academic year) (practical class), * - progress test (at the end of the academic year) (practical class).   To receive the credit it is important that a student:   * - passes tests, * - attends classes regularly (one absence i.e. two hours without the justification is acceptable), * - does regular home assignments, * - participates in the class activities in an active way.   **Marking scale**:  Very good – 91-100%,  Plus good – 83-90%,  Good – 75-82%,  Plus satisfactory – 67-74%,  Satisfactory – 60-66%,  Fail – 0%-59% |

5. TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE THE INTENDED LEARNING OUTCOMES

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 45h: 15 h (lecture), 30 h (classes) |
| Other contact hours involving the teacher (consultation hours) | 4 h |
| Non-contact hours - student's own work (preparation for classes, etc.) | 41 h |
| Total number of hours | 90 h |
| Total number of ECTS credits | 3 ECTS |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. INTERNSHIPS RELATED TO THE COURSE/MODULE

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| --- | --- |
| Number of hours | *n/a* |
| Internship regulations and procedures | *n/a* |

7. INSTRUCTIONAL MATERIALS

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| Compulsory literature:  Lecture  1. Roach, P. (1995) *English Phonetics and Phonology: a Practical Course*, Cambridge: Cambridge University Press.  2. Sobkowiak, W. & Szpyra, J. (1995) *Workbook in English Phonetics*, Poznań: Nakom.  **Practical class:**  1. Mańkowska A., M. Nowacka, M. Kłoczowska. 2009. “*How Much Wood Would a Woodchuck Chuck?”:  English Pronunciation Practice Book*, Rzeszów: Konsorcjum Akademickie.  2. Wells, J. C. 2000. *Pronunciation Dictionary*, Essex: Longman. |
| Complementary literature:  1. Collins, B. and Mees, I. M. 2008. *Practical Phonetics and Phonology*. New York: Routledge.  2. Jones, D. 1997. *English Pronouncing Dictionary*, Cambridge: Cambridge University Press.  2. Nowacka, M. et al. 2011. *Sally Meets Harry: Practical Primer to English Pronunciation and Spelling*, Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.  4. Porzuczek, A., Rojczyk, A. and Arabski, J. 2013. *Praktyczny Kurs Wymowy Angielskiej dla Polaków*. Katowice: Wydawnictwo Uniwersytetu Śląskiego.  5. Sobkowiak, W. 1996. *English Phonetics For Poles*, Poznań: Bene Nati. |

Approved by the Head of the Department or an authorised person