

# Syllabus

## 1. Course Description

- a. Research Seminar “Phonetic Aspect of Speech Communication”
- b. Pre-requisites

Course Size and Credits : 2

Total Student Study Hours: 76

Incorporating – Contact Hours 30

Self-directed time 46

- c. Course Type (compulsory)
- d. Abstract

The course is designed to enhance students' awareness of contemporary English pronunciation within the theoretical context of communicative phonetics. Special focus is given to territorial, social and situational variability of pronunciation as well as to the functioning of phonetic units in cross-cultural communication. The course is aimed at developing the students' understanding of the factors regulating the use of phonetic means in spoken English and improving their own professional communication skills .

## 2. Learning Objectives:

- explore and describe the functioning of phonetic means in cross-cultural communication in English;
- develop an understanding of the phonetic aspect of English as the Global language;
- provide effective strategies of speech communication and develop professional speech culture.

## 3. Learning Outcomes

On successful completion of the course students should be able to

- demonstrate the understanding of the key categories of segmental and suprasegmental phonetics (functional aspect); the main trends in the research of oral speech; methods of phonetic analysis; the system of English intonation and its functions; territorial, social and situational variation of phonetic means; prosodic characteristics of various forms and genres of spoken discourse; phonetic aspect of cross-cultural communication;
- place different types of pronunciation within a recognised theoretical framework;
- recognise the sources of phonetic variation;
- demonstrate the ability to carry out the analysis of the intonation structure of the utterance and phonostylistic analysis of oral discourse;
- demonstrate the ability to select discourse strategies and phonetic means with regard for the speech situation;
- demonstrate a high level of verbal and presentation skills in support of professional arguments;
- demonstrate a high level of professional speech culture;
- critically reflect upon own communication skills;
- demonstrate a high degree of autonomous learning and self-discipline.

## 4. Course Plan

1. Phonetic Units and their Functioning in Speech Communication.
2. Territorial, Social and Situational Variation of English Pronunciation.
3. English Intonation and its Functions in Speech Communication.
4. Phonostylistic Aspect of Oral Discourse.
5. Pronunciation Standard and Phonetic Variants in Cross-cultural Communication and EFL Teaching.

## 5. Reading List

- a. Required

1. Sokolova, M.A., Tichonova, I.S., Tichonova, R.M., Freydina, E.L. Theoretical Phonetics of the English Language. Dubna: Phoenix+, 2015.
2. Shevchenko, T.I. Sociophonetics: National and Social Identity of English Pronunciation. M.: URSS, 2016.

b. Optional

1. Carr, Ph. English Phonetics and Phonology. Oxford: Oxford University Press, 1999.
2. Crystal, D. English as a Global Language. Cambridge: Cambridge University Press, 1997.
3. Roach, P. English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press, 2001.
4. Trudgill, P. Sociolinguistic Variation and Change. – Edinburgh: Edinburgh University Press, 2001.
5. Wells, J.C. English Intonation. An introduction. Cambridge University Press, 2006.

6. Grading System

Assessment contains two components: assessment of the students' participation in the seminars and examination. The final result is calculated as the arithmetic mean (average) of both marks.

7. Guidelines for Knowledge Assessment

Examples of Methods of Assessment:

- 1 Presentation of Group Project “Territorial Variant of English Pronunciation”.
2. Listen to the text, mark the intonation and comment on the following parameters: tempo, pauses, loudness, intonation patterns.
3. Read the dialogue, explain your choice of intonation.
4. Present the results of the phonostylistic analysis of the text.
5. Participate in the discussion. Possible topics: “Which model of teaching pronunciation is more effective: English as a Foreign Language or English as a Lingua Franca?”, “Speech Culture and Professional Eloquence?”
6. Present a lecture on one of the problems of the course.

8. Methods of Instruction

Lectures style teaching will be occasionally used for students to gain the theoretical knowledge necessary to understand the content of the course. Seminars and workshops in which interactive discussion and exchange of professional experience and expertise is encouraged will form the majority of the contact sessions.

9. Special Equipment and Software Support (if required)

Course Author's Details

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