



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English Phonetics / Anglų kalbos fonetika	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Assoc. Prof. Dr Giedrė Balčytytė-Kurtinienė	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Autumn	English

Requirements for students	
Prerequisites: English B1.2-B2	Additional requirements (if any): none

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	75	32	43

Purpose of the course unit (module): programme competences to be developed

The purpose of the course unit is to develop the students' communicative competences in English as well other generic and subject-specific competences of the study programme.

Generic competences:

- analytical, critical, and logical thinking;
- decision-making and problem-solving;
- academic integrity and professional ethics;
- quality orientation;
- ability to use IT skills;
- ability to retrieve and handle information from a variety of sources;
- ability to work autonomously, design strategies, manage time and meet deadlines;
- ability to engage in discussions and develop oral communication;

Subject-specific competences:

- ability to comprehend basic dialectal and accentual variation of English;
- ability to realise and explain the process of sound production as well as the structure and functions of articulatory mechanism;
- ability to understand English sound system, classification of phonemes and key allophonic attributes;
- ability to understand the structure of the syllable, word level and sentence level stressing patterns;
- ability to pronounce correctly;
- ability to transcribe and read transcribed texts;
- ability to perceive and phonetically analyse authentic audio sources.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Generic competences:	Lecture, demonstration (visual aids, overhead projector, CD, DVD, Internet, software), work	Cumulative assessment: tests, oral tasks, written

<p>Students will acquire the knowledge of information technologies; they will develop capability to organize their work autonomously as well as keep track of deadlines and time; they will acquire ability to advance systematically in academic work as well as to evaluate personal achievements properly.</p>	<p>with software AURALOG, transcription tasks, listening, illustration, group and pair discussion, practical tasks, self-reflection, reading and analysing theoretical resources, independent work.</p>	<p>assignments, participation in discussions.</p>
<p>Subject-specific competences:</p>		
<p>Students will acquire theoretical and practical knowledge on the English sound system and phonetic phenomena; they will understand stress patterns, strong and weak forms as well as rhythm and intonation patterns; they will be able to transcribe authentic audio sources; they will be able to pronounce correctly; they will be able to read transcription and transcribe.</p>		

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
<i>English Phonetics</i>									
Varieties of English. Dialect/accents. RP. Types of RP.			2					2	<p>Homework assignment: Balčytytė-Kurtinienė (2014: 7-12). Unit 1 (terms & questions orally); Roach (2009: 1-7). Theory & terms. Optional reading: Collins & Mees (2003: 2-6, 268-272), Trudgill (1999: 123-125), Trudgill et al. (2015: 1-75).</p>
Phonetics and Phonology. Branches of phonetics. Phoneme and allophone. Minimal pair.			2					2	<p>Homework assignment: Balčytytė-Kurtinienė (2014: 13-15). Unit 2 (terms & questions orally; written exercises); Roach (2009: 31-38). Theory & terms. Optional reading: Crystal (2008: 361-365).</p>
IPA. English phonemes. Vowels: monophthongs and diphthongs.			2					4	<p>Homework assignment: Balčytytė-Kurtinienė (2014: 26-30). Unit 3 & Unit 4 (terms & questions orally; written exercises 3.1. - 3.3; 4.1); Roach (2009: 2-3, 8-10, 22-24, 31-35). Theory & terms. Additional written exs. 1 & 2. Optional reading: Collins & Mees (2003: 2-6, 268-272), Trudgill (1999: 123-125).</p>
English phonemes. Consonants and sonorants.			2					4	<p>Homework assignment: Balčytytė-Kurtinienė (2014: 26-30). Unit 4 (terms & questions orally; written exercise 4.2, 4.3, 4.4); Roach (2009: 8-10, 22-24). Theory & terms; Additional written ex. 3. Optional reading:</p>

								Collins & Mees (2003: 2-6, 268- 272), Trudgill (1999: 123-125).
Characterisation and classification of English vowels. Monophthongs, diphthongs, triphthongs and archiphonemes.			2				4	Homework assignment: Balčytytė-Kurtinienė (2014: 31-38). Unit 5 (terms & questions orally; written exercises); Roach (2009: 11-19). Theory & terms. Optional reading: Gimson & Cruttenden (2008: 35-39), Collin & Mees (2003: 89-118), Carr (2013: 17-21).
Characterisation and classification of English consonants and sonorants.			2				4	Homework assignment: Balčytytė-Kurtinienė (2014: 39-45). Unit 6 (terms & questions orally; written exercises); Roach (2009: 24-30, 39-55. Theory & terms. Optional reading: Underhill (1994: 29-47), Clark & Yallop (1992: 83-88).
Transcription of monosyllabic words. Narrow/broad transcription.			4				6	Homework assignment: Additional written ex. 4.
Above the segmental level: allophones and their contexts. Assimilation, palatalisation, clipping.			4				4	Homework assignment: Balčytytė-Kurtinienė (2014: 46-52) Unit 7 (terms & questions orally; written exercises); Roach (2009: 46-51). Theory & terms; Additional written ex. 5. Optional reading: Cruttenden (2014: 163-164), Ashby & Maidment (2005: 197).
The syllable. The structure of the syllable. Syllabification. Word stress. Transcription of polysyllabic words.			4				4	Homework assignment: Balčytytė-Kurtinienė (2014: 53-64). Unit 8 (terms & questions orally; written exercises 8.1, 8.2); Roach (2009: 56-68, 82-88). Theory & terms; Additional written ex. 6. Optional reading: Crystal (2008: 467), Cruttenden (2014: 51-54).
Levels of stress. Primary and secondary stress. Stress in compounds and word class pairs.			4				4	Homework assignment: Balčytytė-Kurtinienė (2014: 7-12). Unit 8 (terms & questions orally; written exercise 8.3); Additional written ex. 7.
Strong and weak forms in relation to sentence stress. Reduction.			4				5	Homework assignment: Balčytytė-Kurtinienė (2014: 65-69). Unit 9 (terms & questions orally; written exercise 9.1, 9.2); Roach (2009: 89-96. Theory & terms; Additional written ex. 8. Optional reading: Collins & Mees (2003: 239-241).
Total			32				43	

Assessment strategy	Weight,%	Deadline	Assessment criteria
Cumulative assessment			

Test I in writing	30%	mid term	1. Terminology check and study questions. Balčytytė-Kurtinienė (2014). Units 1-6. 2. Terminology check. Roach (2009: 1-55). 3. Transcription of monosyllabic words (written H.W. lists)
Test II in writing	30%	end of semester	1. Terminology check and study questions. Balčytytė-Kurtinienė (2014). Units 7-9. 2. Terminology check. Roach (2009: 56-96). 3. Transcription of polysyllabic words and sentences (written H.W. lists)
Test III orally (record):	30%	end of semester	Ability to pronounce correctly, employ phonetic aspects of connected speech (linking, assimilation, etc.) as well as suprasegmental aspects (stress, tempo, rhythm, etc.).
Active attendance and participation	10%		70% of seminars must be actively attended for 10% additive.

Use of Vilnius University electronic learning system

All of the seminar texts, compulsory and optional reading materials, handouts and other relevant course materials will be made available on the webpage of Vilnius University Virtual Learning Environment (VLE) at <https://emokymai.vu.lt>. It is students' responsibility to refer to the course website on a regular basis to be able to access course materials and submit assignments as requested. Unless indicated otherwise by the course instructor, all home assignments must be uploaded in due time on the course website. In the case of written mandatory assignments, students must submit them prior the deadline as the system will not accept any submissions once the deadline has passed. No email submissions are accepted as the VLE of Vilnius University is the only platform to turn in all the written tasks instructed by the course instructors.

Academic integrity

All assignments must be completed independently by the students complying with the requirements of academic conventions of fair citing, paraphrasing and referencing. In accordance with the university regulations (see article 53.2 of Study Regulations of Vilnius University (<https://www.vu.lt/en/studies/academic-info-for-students/regulations>), a student who commits an act of academic dishonesty (such as plagiarism or any other form of cheating) shall receive a failing grade on the work in which the dishonesty occurred. In addition, any act of academic dishonesty shall result in the failure of the whole module and the student who has committed the act may be subject to the expulsion from the University.

Requirements for passing the course

To get a passing grade for the whole module, students must get a positive grade (4.5 and above) for both courses. When the score for at least one of the two courses does not reach the minimum for passing (4.5) in the 1 to 10 grading system, the student automatically gets a no-pass for the whole module.

Final grade calculation policy

The final assessment is based on a cumulative grade which is calculated in accordance with the proportions established in the description of this course unit (module) (see Section on Assessment Strategy above). The scores granted for each mandatory assignment (Test) are not rounded up or down. Only the sum of the grades of all mandatory assignments (with the proportions established in the description above) is rounded.

Lateness of task completion

All of the mandatory assignments (Tests) are obligatory for all the students and are carried out only once. The course instructor informs the students beforehand about the time and date of the assessed assignments. In the case of missed seminars, it is the student's responsibility to find out the time and the requirements of relevant tasks and to complete them until the set deadline. Failure to submit an assignment for the course in time results in failing it (marked 0). Failing to show up for the presentation or any other mandatory in-class task at the assigned time with no justifiable reason results in failing the task (marked 0) with no chance of make-up. To be able to make up for the missed assignment, the student is fully responsible for notifying the course instructor of his/her absence and provide a justifiable reason for it.

Course policy regarding the use of electronic devices in class

The usage of electronic devices (laptops, tablets, cell phones, smartphones, e-readers, music players, etc.) during class is only allowed for study and research purposes, when it is required for in-class activities (assigned by the course instructor). All the electronic devices must be put away at all times to facilitate the study process for all participants and to maintain favourable learning environment. Taking photos, videos and making sound recordings in class are forbidden, unless instructed otherwise by the professor or unless students provide documents which outline the requirements for necessary accommodations of the use of electronic devices due to disability or other diagnosed health issues.

List of the learning and teaching resources

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
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Compulsory reading				
Balčytytė-Kurtinienė, G.	2014	<i>A Course in English Phonetics for EFL University Students</i>		http://www.flf.vu.lt/mokslas/elektroniniai-istekliai#vadoveliai-mokymo-priemonės
Roach, P.	2009	<i>English Phonetics and Phonology</i>	4th edition	Cambridge: CUP
Tench, P.	2011	<i>Transcribing the Sound of English</i>		Cambridge: CUP
Optional reading				
Ashby, M. and J. Maidment	2005	<i>Introducing Phonetic Science</i>		Cambridge: CUP
Carr, Ph.	2008	<i>A Glossary of Phonology</i>		Edinburgh: Edinburgh University Press
Carr, Ph.	2013	<i>English Phonetics and Phonology. An Introduction</i>	2nd edition	Oxford: Wiley-Blackwell
Clark, J. and C. Yallop	1992	<i>An Introduction to Phonetics and Phonology</i>		Oxford: Blackwell Publishers
Collins, B. and I. M. Mees	2003	<i>Practical Phonetics and Phonology</i>		London: Routledge
Cruttenden, A.	2014	<i>Gimson's Pronunciation of English</i>	8th edition	London: Routledge
Crystal, D.	2003	<i>English as a Global Language</i>		Cambridge: CUP
Crystal, D.	2008	<i>A Dictionary of Linguistics and Phonetics</i>	6th edition	Oxford: Blackwell Publishers
Gimson, A. C. and A. Cruttenden	2008	<i>Gimson's Pronunciation of English</i>	7th edition	London: Edward Arnold
Trudgill, P.	1999	<i>The Dialects of England</i>		Oxford: Blackwell Publishers.
Underhill, A.	1994	<i>Sound Foundations</i>		Oxford: Heinemann ELT
Wells, J. C.	1982	<i>Accents of English</i>		Cambridge: CUP

Last updated
September, 2023