



COURSE UNIT (MODULE) DESCRIPTION

Course unit title	Code
German Pronunciation in Theory and Practice Vokiečių kalbos tarties teorija ir praktika	

Lecturer(s)	Department, Faculty
Coordinating: Assoc. Prof. Dr. Lina Plaušinaitytė Other:	Faculty of Philology Institute for the Languages and Cultures of the Baltic Department of German Philology

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face on campus	Semester 1	English and German (with elements of Lithuanian on demand)

Requisites	
Prerequisites:	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	125	64	61

Purpose of the course unit: programme competences to be developed		
<p>This course unit aims to develop subject-specific competences in the field of German phonetics that include knowledge of the phonetic system of German and its special features, transcription rules (IPA), correct pronunciation and intonation as well as the ability to use modern information technologies, data resources etc. to conduct phonetic analysis of spoken texts. In addition, the following general competences are developed: the ability to set goals, make plans, and take responsibility for them; the ability to solve problems by relying on analytical and critical; the ability to understand the necessity of change and the intention to constantly improve oneself.</p>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>Upon completing the course, the students will be able:</p> <ul style="list-style-type: none"> - to demonstrate theoretical and practical knowledge on the German sound system and phonetic phenomena (vowels, consonants; stress and intonation); - to explain phonetic phenomena of German that occur when speaking (coarticulation, assimilation etc.); - to compare the German phonetic system with that of their mother tongue and explain the main differences; - to read phonetic transcription (the IPA alphabet); - to analyse utterances and texts in German from authentic audio sources phonetically and transcribe them using the IPA alphabet; - to pronounce German sounds correctly, accentuate and intonate; - to hear and correct their own and others' phonetical errors in speech; 	<p>engaging lectures and seminars (discussion of problems, open- and closed-ended tasks, listening to recordings, phonetic analysis of texts, transcription); independent preparation for seminars and tests; literature studies listening to recordings)</p>	<p>written assignments: tests (open- and closed-ended tasks, phonetic analysis and transcription of texts);</p>
	<p>listening to recordings, pronunciation practice exercises (individual and in group), phonetic analysis of</p>	<p>phonetic analysis of texts; oral assignments: recordings (recitation of a poem and a prose passage);</p>

	texts, recitation of poetry and prose passages, analysis and correction of errors	
- to self-evaluate their academic progress, be committed to learning and improving their performance.	active participation in seminars, analysing and correcting errors	homework check; timely completion of written and oral assignments and tests

Course content: breakdown of the topics	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	Contact hours, total	Individual work	Assignments
Introduction: the object of phonetics, basic concepts. Information about the aim of the course, the programme, the requirements for the examination. Relationship between letter and sound 1 (tongue twisters). The German alphabet.	1		1				2	1	Reading and analysis of relevant texts/literature, discussion of problematic issues.
Letter-sound relationship 2. IPA phonetic alphabet: transcription.	1		1	1			3	1	Transcription exercises
Production of speech. Speech anatomy. German articulatory base	1		1	1			3	3	Reading and analysis of relevant texts/literature, discussion of problematic issues, pronunciation exercises, recording of a poem
Phonetics and phonology: sound vs. phoneme. Minimal pairs. Allophones.	1		1				2	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, practical assignments
The German vowel system. General rules of vowel pronunciation.	1		1				2	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Vowels [ɪ] and [i:]			1	1			2	1	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Vowels [e:], [ɛ:] and [ɛ], [ə], [ɐ]			1	3			4	1	
Vowels [a] and [a:]				1			1	1	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Vowels [o:] and [ɔ], [ø:] and [œ]			1	3			4	2	
Vowels [u:] and [ʊ], [y:] and [Y]			1	3			4	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Diphthongs.			1	1			2	1	
Practical Assignment I: Poem recording. Phonetic analysis of the poem MONDNACHT by Joseph von Eichendorff. Analysing and correcting pronunciation mistakes.				1			1	12	listening to and analysing audio recordings, transcription exercises, pronunciation exercises; recording an audio
Test 1 (incl. revision and preparation)		1	2				3	2	Revision tasks
The German consonant system, its differences from the English consonant system. Consonants in the speech stream: assimilation, aspiration.	2		1				3	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, transcription exercises.
Consonants [p] and [b], [t] and [d], [k] and [g]			1	3			4	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Consonants [f] and [v], [s] and [z], [ʃ] and [ʒ]			1	3			4	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Consonants [ç] and [j], [x] and [h]			1	3			4	2	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Consonants [r], [R]			1	2			3	3	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Consonants [l], [m], [n] and [ŋ]			1	1			2	1	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises
Word stress and phrase stress in German. Intonation in German.	3		2	2			7	4	Reading and analysis of relevant texts/literature, discussion of problematic issues, listening to and analysing audio recordings, transcription exercises, pronunciation exercises

Practical assignment II: Prose recording. Phonetic analysis of the text GOETHE UND STUDENTEN. Analysing and correcting pronunciation mistakes.				1			1	12	listening to and analysing audio recordings, transcription exercises, pronunciation exercises; recording an audio
Test 2 (incl. revision and preparation)		1	2				3	2	Revision tasks
Total	10	2	22	30			64	61	

Assessment strategy	Weight %	Deadline	Assessment criteria
			Summative assessment:
Test 1	20 %	October / November (mid-term)	<u>The tests include:</u> - open-ended questions, - closed questions,
Test 2	20 %	At the end of the term	- practical tasks (phonetic transcription, marking stress and intonation). <u>Assessment scale:</u> 10 (Excellent). Excellent performance, outstanding knowledge and skills. <i>Percentage of correct answers: 95-100 %</i> 9 (Very good). Strong performance, good knowledge and skills. <i>Percentage of correct answers: 85-94 %</i> 8 (Good). Above the average performance, knowledge and skills. <i>Percentage of correct answers: 75-84 %</i> 7 (Highly satisfactory). Average performance, knowledge and skills with unessential shortcomings. <i>Percentage of correct answers: 65-74 %</i> 6 (Satisfactory). Below average performance, knowledge and skills with substantial shortcomings. <i>Percentage of correct answers: 55-64 %</i> 5 (Sufficient). Knowledge and skills meet minimum criteria. <i>Percentage of correct answers: 45-54 %</i> 4, 3, 2, 1 (Insufficient). Knowledge and skills do not meet minimum criteria/below minimum criteria. <i>Percentage of correct answers is less than 44 %</i>
Oral assignment 1. Recitation of a poem (sound recording)	20 %	middle of the term	<u>Oral assignment:</u> By the agreed deadline, the first version of the audio recording is submitted. According to the teacher's notes and comments, an improved version will be submitted for grading.
Oral assignment 2. Recitation of a prose text (sound recording)	20 %	end of the term	Audio recordings not submitted by the deadline will not be graded. <u>Evaluation:</u> 10 (excellent). 0-1 phonetic (pronunciation) errors. 9 (very good). 2-3 mistake. 8 (good). 4-5 mistakes. 7 (average). 6-7 mistakes. 6 (satisfactory). 8-9 mistakes. 5 (poor). 10-11 mistakes. 4, 3, 2, 1. Minimum requirements not met. 4. 12-13 mistakes. 3. 14-15 mistakes. 2. 16-17 mistakes. 1. 18-19 mistakes. 0. 20 or more mistakes. Or failure to meet the deadline.
Participation in class	20 %	during the semester	Active participation in discussions, asking meaningful questions and answering them, and other active forms of participation in lectures and seminars as well as homework assignments will be assessed. The following points are awarded for respective participation: <i>1 point – active participation (answering questions, completing homework assignments, etc.).</i> <i>0 points – lack of participation (unprepared, does not answer all questions) or absence.</i> Up to 30 points can be accumulated for the course during the semester which equals a 10 (excellent).

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site

Required reading				
Šileikaitė-Kaishauri, D.	2015	<i>Einführung in die Phonetik und Phonologie des Deutschen. Basiswissen, Aufgaben und Literaturhinweise.</i>		Vilnius: VU leidykla / link
Balčytytė-Kurtinienė, G.	2014	<i>A Course in English Phonetics for EFL University Students. Segmental Phonetics. Syllable. Stress.</i>		Vilnius: VU leidykla / link
Goethe-Institut	2024	<i>Aussprachetrainer</i>		link
Handke, J.	2012–2022	<i>The Virtual Linguistics Campus. VLC105 – Phonetics, Phonology & Transcription</i>		link
Hirschfeld, U.	2007	<i>Phonothek intensiv</i>	Buch und CD	Langenscheidt
Mangold, M. (Dudenredaktion)	2005	<i>Das Aussprachewörterbuch. (DUDEN-AWB)</i>	Band 6	Dudenverlag
Szynalski, T. P.	2014.	<i>TypeIt. Type IPA phonetic symbols for all languages</i>		link
Recommended reading				
Brenner, K. / Huszka, B./ Werk-Marinkás Cs.	2006	<i>Deutsche Phonetik. Eine Einführung</i>		Budapest – Veszprém link
Krech, E.-M. / Stock, E. / Hundschfeld, U. / Anders, L.-Chr.	2009	<i>Deutsches Aussprachewörterbuch (DAWB)</i>	Buch und CD	Berlin, New York: Walter de Gruyter
Rug, W.	2012	<i>77 Klangbilder gesprochenes Hochdeutsch. Sprachniveau B1 bis C2.</i>	Buch und CD	Leipzig: Schubert-Verlag
Rausch, R. /Rausch, I.	1998	<i>Deutsche Phonetik für Ausländer</i>		Langenscheidt
Dieling, H. / Hundschfeld, U. / Lehnert, U.	2000	<i>Phonetik lehren und lernen.</i>	Buch, Audio	Langenscheidt

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