

An outline of the inter-faculty elective course

Information for students

Name of discipline	«Modern English Pronunciation USA, Great Britain, Canada, Australia»
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Year and semester in which the subject is to be studied	2 year, 1 semester
Faculties (teaching and research institutes), research institutes), for which students are encouraged to study discipline,	Foreign Languages Department, Philology and Translation Department
<i>List of competencies and corresponding learning outcomes provided by the discipline</i>	<p>Course objective: to improve and automate the students' practical skills acquired during the first year; to master the elements of phonetic theory necessary for practical skills acquisition; to broaden the students' linguistic outlook and to form elementary professional skills.</p> <p>Course objectives:</p> <p>Develop students' skills in recognizing and producing in their own language the basic variants of all phonemes of the English language in isolated speech and in linguistically connected speech;</p> <p>To identify the rhythms that create the effect of an other-somalic accent;</p> <p>To introduce students to the basic concepts, terminology and methodology in the study of English phonetics;</p> <p>Learn the basic differences between the major standard variants of English (British, American, Canadian, Australian);</p> <p>Increase the students' verbal competence by means of phonetic text analysis, speech intonation analysis, improvement of transcribing skills;</p> <p>Increase communicative competence of the students by developing the skills of transferring automated expression from prepared to unprepared speech;</p> <p>form skills and abilities, which are elements of professional and</p>

pedagogical training of students.

The outcome of study of the educational discipline is assimilation of practical foundations for correctly imitating the sounds of English speech (namely, the rules of association of sounds in words and word forms, the distribution of verbal voices, features phonetic division into parts and intonation in all of its linguistic functions). According to the requirements of the educational and professional (educational and scientific) program the students will acquire competence in the fields of study of the theoretical foundations of English imitation; teaching the basic intonation models in the context of variability of their possible realization; Teaching phonetic aspect of language communication; developing and strengthening skills of listening comprehension of spoken English and its regional variants; teaching different phonetic devices and intonation features of the language depending on the extralinguistic situation.

Students must be able to understand, interpret, analyse and differentiate between the English language and its regional variants.

Students must demonstrate competence in the following areas:

- The system of English voices and their classification.
- Peculiarities of the expression of English voices in a connected language.
- System of English voices and their classification.
- Peculiarities of English voices in intercombined speech.
- Causes and typology of voicing errors.
- Typical errors in the imitation of English voices and ways to eliminate them.

The following words are the most common: -Typical errors in the imitations of voices and ways to remove them.

- Vocabulary. Rules for English word pronunciation.
- Phrasal voice and the basic rules for word accentuation in English speech.
- Basic types of English nuclear tones and their semantic functions.
- Nontonational design of the refined and grammatically irrelevant parts of speech: uses, circumstantial groups, overturns.
- intonation of words with different functional and pragmatic conjugation: greeting, farewell, tribute, thank you, thank you, and

	redistribution.
Discipline Description	
Prerequisites for the subject	None
Maximum number of students that can be studied at one time	20
Topics of class sessions and self-study	<p>System of English consonant and vowel sounds</p> <p>Topic 1: Phoneme, allophone. Transcription. Organizations of speech. Articulatory basis. Phoneme classifications.</p> <p>Topic 2. Classification of English phonemes and their articulation</p> <p>Theme 3 Classification of voices and their articulation</p> <p>Topic 4. Voices in words.</p> <p>Theme 5. Voiced diphthongs /ai, iə/. Phonemes /t/, /d/, /p/, /b/, /k/, /g/. Types of vibes. Shock and unpunctuated words.</p> <p>Topic 6. Phonemes. Diphthongs. The linking "r". Acceptance of a high louder pitch in generalizations. Acceptance of a high high pitched tone in non-conventional rhythms.</p> <p>Topic 7. Prehistoric sounds / θ, ð/. Asymmetry in English voices. Making voices with /θ, ð/. Direct intonation.</p> <p>Topic 8. Vowel /a:/. Sonant /r/. Voicing in phrases with the construct there is, there are. Reduction of the word to be.</p> <p>Theme 9: Chords /h, w. Voices /u, u:/. Typical low pitch. Form and meaning. Using a thermal low pitch when reciting a phrase.</p> <p>Theme 10. Vocal diphthongs /uə, au/. Non-intonation of special subjects. The word to have in the unvoiced position. Phonetic analysis of speech.</p> <p>Topic 11. The main types of English nuclear tones and their semantic functions.</p> <p>Topic 12. Pronunciation of words with different functional and pragmatic spheres: greetings, farewells, tribute, apologies, encyclicals.</p> <p>Topic 13. Features of regional expressions.</p> <p>Topic 14. The Great Britain, the United States.</p> <p>Topic 15. Pronunciation of Canada, Australia.</p> <p>Course organization: ZOOM-based full-time, allowing classroom sessions to be combined with online forms (access to learning resources, discussions, consultations and communication with the teacher, discussion and performance of teaching assignments, etc.). In-class exercises in the form of an online tutorial and ZOOM tests; classroom monitoring in the form of a written examination.</p>
Language of teaching	English

