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(ВлГУ)



Проректор
по учебно-методической работе

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Теоретическая фонетика

Направление подготовки: 44.03.01 «Педагогическое образование»

Профиль подготовки: Английский язык.

Уровень высшего образования: бакалавриат

Форма обучения: очно-заочная

Семестр	Трудоем-кость, зач. ед, час.	Лекций (час.)	Практич. занятий (час.)	Лаборат. работ (час.)	СРС (час.)	Форма промежуточного контроля (экз./зачет)
4	2 ед., 72 ч.	8 ч.	8 ч.		56 ч.	Зачет
Итого	2 ед., 72 ч.	8 ч.	8 ч.		56 ч.	Зачет

Владимир 2016

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Программа по дисциплине «Теоретическая фонетика» направления подготовки 44.03.05 «Педагогическое образование» составлена в соответствии с требованиями ФГОС ВО, согласно которым объектами профессиональной деятельности бакалавра по направлению подготовки 44.03.05 «Педагогическое образование» являются обучение, воспитание, развитие, образовательные системы.

Целью освоения дисциплины «Теоретическая фонетика» является формирование: а) лингвофилософского мировоззрения студентов, понимания роли языка в жизни общества, законов его развития и становления, б) более продвинутого, чем в теоретическом курсе по основам языкознания, представление о фонетическом строе английского языка о его роли в формировании механизма реализации основных функций языка.

Задачи освоения дисциплины:

- 1) систематизировать знания студентов о фонетическом строе английского языка;
- 2) расширить знания студентов по фонетике, приобретенные при изучении курса «Введение в языкознание»;
- 3) познакомить студентов с теориями и взглядами отечественных и зарубежных лингвистов в области изучения и описания сегментных и супraseгментных характеристик звучащей речи;
- 4) осветить основные спорные и нерешенные проблемы фонетики;
- 5) дать представление о современных методах фонетического исследования, анализа и синтеза с применением теоретических положений курса.
- 6) сформировать у студентов представление об эволюции форм английского языка как сочетании константных и изменчивых признаков, обусловленных действием внутренних и внешних факторов языкового развития.
- 7) формировать у студентов навыки исследовательской деятельности и умение самостоятельно работать с учебной и научной литературой, а также использовать компьютерные программы, позволяющие осуществлять экспериментально-фонетический анализ и синтез речевых явлений.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП ВО

Дисциплина «Теоретическая фонетика» Дисциплина «Теоретическая фонетика» входит в Блок 1. Вариативная часть. «Дисциплины по выбору студентов» учебного плана направления «Педагогическое образование», профиль «Английский язык».

Дисциплина «Теоретическая фонетика» тесно связана с такими дисциплинами как «Стилистика», «Практическая грамматика», «Сравнительная типология», «Лексикология», «История языка», «Основы языкознания».

Требования к входным знаниям: студент должен:

- владеть знаниями фонетического, грамматического и лексического строя современного английского языка в пределах программ практического курса английского языка 1-2 курсов;

- знать универсальные лингвистические процессы в рамках курса «Введение в языкознание».

Знания, получаемые при изучении курса «Теоретическая фонетика», помогут в усвоении всех дисциплин и успешного прохождения производственной (педагогической) практики.

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ «ТЕОРЕТИЧЕСКАЯ Фонетика»

В результате освоения дисциплины «Теоретическая фонетика» по направлению подготовки 44.03.05 Педагогическое образование бакалавры должны обладать следующими компетенциями:

ОК-1 - основы философских и социогуманитарных знаний для формирования научного мировоззрения;

ПК-4 - использовать возможности образовательной среды для достижения межпредметных и предметных результатов обучения;

ПК-11 – использовать систематизированные теоретические и практические знания для постановки и решения исследовательских задач в области образования.

1) Знать:

- основные категории фонетики как науки, знать природу и функции звуковых средств английского языка в системе и функционировании;
- основную проблематику теоретической, экспериментальной и прикладной фонетики английского языка;
- современные тенденции английского произношения.

2) Уметь:

- реферировать современную научную литературу по фонетике, пользоваться справочными источниками, анализировать и обобщать изученный материал и
- применять на практике полученные теоретические знания при разработке методических вопросов преподавания английского языка
- уметь проводить сравнения между явлениями фонетики английского и русского языка
- использовать систематизированные теоретические и практические знания для постановки и решения исследовательских задач в области образования.

3) Владеть:

- навыком аналитического подхода к современным проблемам и теориям в области фонетики английского языка.
- классификацией звуков, типов интонаций, слогов и т.д.,.
- основами профессиональной этики и речевой культуры.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Общая трудоемкость дисциплины составляет 2 зачетные единицы, 72 часа.

№ п/ п	Разделы дисциплины	Семестр	Неделя семестра	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость в часах						Объем учебной работы, с применением интерактив- ных методов (в часах / %)	Формы текущего контроля успеваемо- сти (<i>по неделям семестра</i>) , форма промежут- очной аттестаци и (<i>по семестра м</i>)
				Лекции	Практические	Лабораторные	Контрольные	СРС	КП / КР		
1	Фонетика как наука. Предмет и задачи фонетики. Фонетика и фонология. Теоретическая и прикладная, общая и частная фонетика.	4	1	1				2		0,1 ч. / 10%	
2	Теория фонемы.	4	2-3	2				8		0,5 ч. / 25%	
3	Артикуляционная фонетика. Органы речи. Фонетическая база и ее компоненты.	4	4		1			2		0,5 ч. / 50%	
4	Фонемный состав английского языка. Классификация звуков речи.	4	5	1				2		0,1 ч. / 10%	Рейтинг-контроль 1

	Спорные вопросы, нерешенные проблемы									
5	Новые тенденции в английском произношении.	4	6		1		2		0,1 ч. / 10%	
6	Интонация английского языка.	4	7-8	2			8		0,5 ч. / 25 %	
7	Модификация фонем в речи	4	9		1		4		0,1 ч. / 10%	
8	Слоговая структура английского языка	4	10		1		4		0,1 ч. / 10%	
9	Словесное ударение	4	11		1		4		0,1 ч. / 10%	Рейтинг-контроль 2
10	Национальные варианты английского языка. Языковая норма. Произносительные варианты.	4	12-13		1		8		0,5 ч. / 25 %	
11	Фоностилистика.	4	14-16	2	2		12		1 ч. / 50%	Рейтинг-контроль 3
Всего			16	8	8		56		3,6 ч./ 22,5%	Зачет

5. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ, ИСПОЛЬЗУЕМЫЕ НА АУДИТОРНЫХ ЗАНЯТИЯХ

В рамках компетентного подхода, в соответствии с требованиями ФГОС, с целью формирования и развития профессиональных навыков учащихся в учебном процессе широко используются активные и интерактивные формы проведения занятий

Семестр	Вид занятия (Л, ПР, ЛР)	Используемые интерактивные образовательные технологии	Количество часов
4	Л, ПР	проблемное обучение: метод критического мышления	1 ч.
4	ПР	проектные технологии с привлечением изучаемого материала для самопрезентаций (на стадии подготовки и на стадии защиты)	2,6 ч.
Итого:			3,6ч. /22,5% от аудиторных часов

6. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ И УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

Уровень усвоения содержания курса определяется тем, насколько хорошо студент владеет фонетическими понятиями, а также тем, насколько свободно он владеет лексическим минимумом ключевых слов, содержащих основную информацию данной дисциплины.

Рейтинг-контроль включает следующие задания.

Рейтинг-контроль 1

PHONEME

Variant 1

1. The term "phoneme" was coined by
 - a) I.A. Baudouin de Courteney;
 - b) N.V. Krushevsky;
 - c) L.V. Shcherba;
 - d) V.A. Vassilyev.
2. I.A. Baudouin de Courteney's conception of the phoneme is
 - a) realistic;
 - b) idealistic;
 - c) psychological;
 - d) materialistic.
3. Who was especially interested in how the phoneme fulfilled its distinctive function?
 - a) L.V. Shcherba;
 - b) N.S. Trubetskoy;
 - c) I.A. Baudouin de Courteney;
 - d) V. Mathesius.
4. Who defined the phoneme as an abstract unit, a scientific fiction?
 - a) W.F. Twaddell;
 - b) D. Jones;
 - c) R. Jakobson;
 - d) F. de Saussure.
5. A conception in which the phoneme is regarded as a mere sum of sounds which are more or less alike is
 - a) truly materialistic;
 - b) idealistic;
 - c) vulgarly materialistic;
 - d) phonological.
6. What aspects does the working definition of the phoneme embrace?
 - a) material;
 - b) functional;
 - c) abstract;
 - d) dynamic.
7. The allophones of a phoneme
 - a) can be used in the same phonetic context;
 - b) are always used in the same phonetic context;
 - c) are never used in the same phonetic context.
8. An allophone which does not show any considerable difference in the chain of speech is called
 - a) principal;
 - b) subsidiary.
9. The features of a phoneme which are very important are called
 - a) distinctive;
 - b) irrelevant;
 - c) relevant;
 - d) nondistinctive.
10. What is reality?
 - a) phonemes;
 - b) allophones.
11. Which is the invariant of the phoneme [t]?
 - a) occlusive, alveolar, apical, fortis;
 - b) forelingual, plosive, aspirated;
 - c) plosive, forelingual, occlusive;
 - d) occlusive, forelingual, fortis.
12. The main function of the phoneme is
 - a) constitutive;
 - b) recognitive;
 - c) distinctive;
 - d) distinguishing the meaning.
13. If we substitute an allophone of a phoneme by another allophone of the same phoneme, the mistake is called
 - a) phonetic;
 - b) phonological.

14. Which method is based on the assumption that allophones of the same phoneme never occur in the same phonetic context?
- a) substitutional; b) formally distributional;
c) semantically distributional.
15. Which method consists in substitution of a sound for another sound in order to find out how it affects the meaning?
- a) formally distributional; b) semantically distributional;
c) substitutional.
16. If the substitution does not lead to the change of meaning (the words are phonetic synonyms), then
- a) the opposed sounds are the allophones of the same phoneme;
b) the opposed sounds are the allophones of different phonemes;
c) the phonemic status of these sounds is not clear.
17. The opposition "kind - mind" is
- a) single; b) double; c) triple.
18. Which method was employed by American descriptivists?
- a) semantically distributional; b) descriptive;
c) substitutional.
19. What is the primary concern of morphonology?
- a) to establish minimal pairs of words;
b) to establish the inventory of phonemes and morphemes in the language;
c) to establish the phonemic status of sounds when their distinctive features are neutralized;
d) to establish the phonemic status of sounds when they are in the strong position.
20. Choose the representatives of the Moscow school:
- a) P.S. Kuznetsov; b) V.A. Vassilyev;
c) L.V. Bondarko; d) R.I. Avanesov.
21. Which school states that the phonemic contents of the morpheme is not constant?
- a) the Leningrad school; b) the Moscow school;
c) Shcherba's school; d) the morphological school.
22. What are strong positions for sounds?
- a) when a vowel is stressed;
b) when a vowel is not stressed;
c) when a consonant is not before a vowel;
d) when a consonant is before a vowel.
23. Which school believes that the variation of the allophones of the same phoneme is not limited?
- a) the Leningrad school; b) the Moscow school.

Variant 2

1. The definition of the phoneme accepted as a working definition is the definition by
- a) D. Jones; b) N.V. Krushevsky;
c) V.A. Vassilyev; d) L.V. Shcherba.
2. Who gave a truly materialistic conception of the phoneme?
- a) I.A. Baudouin de Courteney; b) L.V. Shcherba;
c) F. de Saussure; d) L. Bloomfield.
3. A conception in which the abstractional aspect of the phoneme is exaggerated is
- a) idealistic; b) materialistic;
c) psychological; d) realistic.
4. Who divorced phonology from phonetics?
- a) American linguists; b) Soviet linguists;

- c) the London School of Phonology; d) the Prague School of Linguistics.
5. What American scholars do not support the vulgarly materialistic conception of the phoneme?
 a) D. Jones; b) B. Bloch;
 c) G. Trager; d) B. Gavranek.
6. The material aspect of the phoneme is also called
 a) subjective; b) objective;
 c) actual; d) real.
7. The allophones of a phoneme possess
 a) the same articulator features;
 b) a few similar articulator features;
 c) no similar articulator features.
8. An allophone which is different from the other allophones of a phoneme occurring in various phonetic contexts is called
 a) subsidiary; b) principal.
9. The features of a phoneme which are not so important are called
 a) distinctive; b) nondistinctive;
 c) irrelevant; d) relevant.
10. What is abstraction?
 a) allophones; b) phonemes.
11. Which is the invariant of the phoneme [d]?
 a) occlusive, forelingual, lenis; b) forelingual, plosive, alveolar, apical;
 c) lenis, occlusive; d) occlusive, plosive, forelingual.
12. Choose the examples of irrelevant features:
 a) vowel quality; b) aspiration;
 c) vowel length; d) backlingual articulation.
13. If we change a relevant feature of a sound, the mistake is called
 a) phonetic; b) phonological.
14. Which method is based on the rule that phonemes can distinguish meaning when opposed to one another?
 a) formally distributional; b) semantically distributional;
 c) substitutional.
15. Which method is referred to as the method of commutation?
 a) substitutional; b) commutational; c) semantically distributional.
16. If the substitution leads to the change of meaning, then
 a) the opposed sounds are the allophones of the same phoneme;
 b) the opposed sounds are the allophones of different phonemes;
 c) the phonemic status of these sounds is not clear.
17. The opposition "list - gist" is
 a) single; b) double; c) triple.
18. In which method is reference to the meaning made through the informant, indirectly?
 a) substitutional; b) indirect; c) semantically distributional.
19. What is the primary concern of morphonology?
 a) to establish the inventory of phonemes and morphemes in the language;
 b) to establish minimal pairs of words;
 c) to establish the phonemic status of sounds when they are in the strong position;
 d) to establish the phonemic status of sounds when they are not in the strong position.
20. Choose the representatives of the Leningrad school:
 a) L.R. Zinder; b) A.A. Reformatzky;
 c) M.I. Matussevich; d) P.S. Kuznetsov.
21. Which school states that the phonemic contents of the morpheme is constant?

- a) Shcherba's school; b) the morphological school;
c) the Leningrad school; d) the Moscow school.
22. What are weak positions for sounds?
a) when a vowel is stressed;
b) when a vowel is not stressed;
c) when a consonant is not before a vowel;
d) when a consonant is before a vowel.
23. Which school supposes that the variation of the allophones of the same phoneme is limited?
a) the Leningrad school; b) the Moscow school.

Рейтинг-контроль 2 ENGLISH WORD-STRESS

Variant I

I. Choose the right answer:

1. What type of word stress do English and Russian belong to?
A. group of fixed lexical stress B. group of free lexical stress
2. Word stress shapes a word by making one (or more) syllables more prominent than the others. Of what function is it characteristic?
A. constitutive B. culminative
C. recognitive D. demarcative
3. What suffixes have no effect on the stress pattern of stems?
A. stress-neutral B. stress-attracting C. stress-fixing
4. The prominence can be achieved through the intensity of articulation. What type of stress is it characteristic of?
A. musical B. dynamic
C. quantitative D. qualitative
5. This author regards stress as something that either does or does not occur on a syllable in English, and views vowel reduction and intonation as separate processes.
A. Torsuev B. Gimson C. Ladefoged D. Crystal
6. What tendency consists in alternating a stressed syllable with an unstressed one?
A. recessive B. rhythmic C. retentive

II. Say whether the following statements are true or false

7. According to G.P.Torsuev the notions "stressed" and "prominent" are synonyms.
A. true B. false
8. In Russian the quantitative component plays a greater role than in English as in an unstressed position the vowels are always reduced.
A. true B. false
9. In English the dynamic and the tonic features prevail.
A. true B. false
10. The vowel of the stressed syllable is perceived as never reduced or obscure.
A. true B. false
11. Culminative function comes first in languages with a fixed stress.
A. true B. false
12. The common character of word stress and sentence stress is observed in their rhythmical tendency to alternate stressed and unstressed syllables at equal intervals.
A. true B. false
13. Some scholars believe that the quality of articulation depends on the time given.
A. true B. false
14. It is easy to reduce the placement of primary stress in English to a set of rules.
A. true B. false

Variant II

I. Choose the right answer:

1. What type of word stress do such languages as French, Polish belong to?
A. group of fixed lexical stress B. group of free lexical stress
2. Stress most commonly marks off the end or the beginning of a word, and therefore signals the end of a word. Of what function is it characteristic?
A. constitutive B. culminative
C. recognitive D. demarcative
3. What suffixes take the accent themselves?
A. stress-neutral B. stress-attracting C. stress-fixing
4. The prominence can be achieved through the change of pitch. What type of stress is it characteristic of?
A. musical B. dynamic
C. quantitative D. qualitative
5. Who worked out the typology of accentual structure of English words?
A. Torsuev B. Gimson C. Ladefoged D. Crystal
6. What tendency consists in placing the accent on the initial syllable?
A. recessive B. rhythmic C. retentive

II. Say whether the following statements are true or false

7. Loudness is an efficient device for signaling the location of accent in English.
A. true B. false
8. According to T.I. Shevchenko secondary stress follows the primary stress, while the tertiary stress precedes it.
A. true B. false
9. According to retentive tendency a derivative retains the stress of the original or parent word.
A. true B. false
10. The model with two primary stresses has been replaced.
A. true B. false
11. The British linguists distinguish 4 degrees of stress, while the American linguists distinguish 3 degrees.
A. true B. false
12. According to recessive tendency a derivative retains the stress of the original or parent word.
A. true B. false
13. Rhythm and tempo may influence word stress in the connected speech.
A. true B. false
14. In English the dynamic and the tonic features prevail.
A. true B. false

Рейтинг-контроль 3 PHONOSTYLISTICS

Variant 1

1. Whose classification of functional styles do you know? Enumerate the styles.
2. Explain the aim of phonostylistics.
3. What is extralinguistic situation?
4. What does the function of purpose consist in?
5. Enumerate the factors in the component "setting".
6. Enumerate the properties of "high" forms of language.
7. Which style tends to be objective, precise, to some extent emotionally emphatic?
8. Who distinguished the following styles: conservative, general, advanced?

9. How can you define "monologue"?
10. Transcribe the following as pronounced in informal speech:
 - a) I don't believe it;
 - b) where;
 - c) good morning;
 - d) this year.

Variant 2

1. Whose classification of phonetic styles is best known? Enumerate the styles.
2. What does phonostylistics study?
3. What is speech situation?
4. How can the individual be characterized?
5. Enumerate the factors in the component "participants".
6. Enumerate the properties of "low" forms of language.
7. Which style has features in common with scientific and declamatory styles?
8. Who distinguished the following styles: common colloquial, poetic, academic, the style of public address, low colloquial?
9. How can you define "dialogue"?
10. Transcribe the following as pronounced in informal speech:
 - a) really strange;
 - b) to see them;
 - c) don't question;
 - d) of course.

Содержание **самостоятельной работы** студентов по дисциплине «Теоретическая фонетика» заключается, главным образом, в подготовке к практическим занятиям. Кроме того, студенты самостоятельно изучают темы, не получившие достаточного освещения в лекционном курсе. В ходе самостоятельной работы студенты используют рекомендованную литературу, а также Интернет-сайты. Основной формой контроля является устный опрос на семинарских занятиях, включающий доклады по указанным источникам, развёрнутые выступления студентов по отдельным темам и обсуждение дополнительных вопросов.

На самостоятельное изучение выносятся три темы теоретического курса: «Позиционно-комбинаторные изменения фонем английского языка», «Слогообразование и слоговоеделение в английском языке» и «Фоностилистика».

Предлагаются следующие **формы контроля самостоятельной работы**:

- 1 проведение тестов;
- 2 проведение индивидуальных консультаций и коллоквиумов;
- 3 проверка словаря терминов и понятий, картотеки персоналий;
- 4 вопросы на курсовом экзамене.

Вопросы по материалам лекций

Лекция 1

Introduction

- 1 What are the branches which form the theory of linguistics?
- 2 Why are they independent branches?
- 3 What does phonetics study?
- 4 What phonetic units does phonetics study?
- 5 Why is it necessary to study phonetics at the content level?
- 6 Prove that phonetic units distinguish the meaning.

- 7 What sounds does phonetics study?
- 8 What fields of study is phonetics connected with?
- 9 Why can we call phonetics a social science?
- 10 What branches of phonetics do you know?
- 11 Speak about segmental and supersegmental phonetics. What units do they study?
- 12 Why can we speak about acoustic phonetics?
- 13 What is phonology?
- 14 What are the 3 aspects of phonetics?
- 15 What theoretical methods of research in phonetics do you know?
- 16 What is meant by experimental phonetics?
- 17 Speak about the 2 types of transcription.

Лекции 2-3

The Phoneme Theory

- 1 In what way does prof. Vassilyev define the phoneme?
- 2 What are the aspects of the phoneme?
- 3 What is an allophone?
- 4 What are the requirements of the allophones of the same phoneme?
- 5 What is a principal allophone?
- 6 What are other allophones called?
- 7 What features of the phoneme constitute its invariant?
- 8 What feature is called relevant?
- 9 What does the functional aspect of the phoneme mean?
- 10 Give examples of relevant and irrelevant features.
- 11 What kinds of mistakes may there be?
- 12 What is a phonetic mistake?
- 13 What is a phonological mistake?
- 14 What do we call an opposition where the phoneme is opposed to some other phoneme in the same phonetic context?
- 15 Give examples to illustrate the distinctive function of all phonetic units (phoneme, syllable, word-combinations and sentences).
- 16 The number of definitions of the phoneme is numerous. In what way do they differ?
- 17 How can you characterize I.A. Baudouin de Courtenay's definition of the phoneme?
- 18 Why is it idealistic?
- 19 Characterize the definition given by the linguists of the Prague school of linguistics.
- 20 What is the main feature of L.V. Shcherba's definition?
- 21 Why do we call D. Jones's definition vulgarly-materialistic?
- 22 What is the aim of any phonological investigation?
- 23 What is the most common method of a phonological investigation?
- 24 What is its aim?
- 25 Is it a very good method? Are there any drawbacks?
- 26 What method exists in contrast to the semantically-distributional?
- 27 Who was the method employed by?
- 28 What does the opposition *укаф –укап* prove ?
- 29 What is the method accused of?
- 30 Are there any good grounds for this accusation?
- 31 What is the main condition under which these 2 methods are used?
- 32 Suppose it is necessary to establish the phonemic status of sounds when their distinctive features are neutralized. What branch of phonology should we refer to?
- 33 In what forms of the words may a sound be neutralized?

- 34 What do we call a strong position of a sound?
- 35 Speak about the Moscow morphological school, its representatives and point of view on the phonetic status of sounds?
- 36 What about Leningrad school? What is it also called?
- 37 What are the reasons for the Moscow school?
- 38 What are the arguments against the Moscow school?
- 39 What are the arguments for and against the Leningrad school?

Лекция 4

Articulatory Phonetics. Organs of Speech

- 1 What is articulatory phonetics concerned with?
- 2 What is the basis for the investigations of speech sounds?
- 3 What controls human speech production?
- 4 What is articulatory basis?
- 5 What are the 4 groups of organs of speech? What do they include?
- 6 Why is the term "organs of speech" not a very good one? What term is better?
- 7 What do the experiments with chimpanzees carried out a few years ago proved?
- 8 The groups of organs of speech according to V.A. Vassilyev:
- 9 What does the power mechanism include? What is its function?
- 10 What is the function of the vibrator mechanism?
- 11 In what way is the voice produced?
- 12 On what does the height of the voice depend?
- 13 When is the pitch higher?
- 14 Why is the female voice higher?
- 15 What is the role of the resonator mechanism?
- 16 What does it include?
- 17 What do organs of speech consist of?
- 18 Name the parts of the tongue.
- 19 Dwell on the mechanism of the formation of speech sounds.
- 20 Name the parts of speech organs according to their function.
- 21 What organ of speech is inside the larynx? What is its role?

Лекция 5

Vowel Length

- 1 What is the primary purpose of any kind of phonological analysis?
- 2 What do many people say as far as the relevance of vowel length is concerned?
- 3 What did the scholars of the 19th century think about the relevance of vowel length?
- 4 What degrees of vowel length did the scholars of the 19th century acknowledge?
- 5 Why was the 4th degree introduced?
- 6 Did the scholars of the 19th century take into account historical length of vowels or something else?
- 7 What are the groups of vowels according to their positional length?
- 8 To what conclusion did A. Mayer come when he measured vowel length instrumentally?
- 9 Why is A. Mayer's experiment very important even nowadays?
10. Take traditional pairs of short and long counterparts. What are they primarily different in?
11. What did V.A. Vassilyev do to show that the vowels [u: - V], [P - L], [q: - q] differ not only in length but also in quality?
12. Is it right to say that the main feature for length difference is the difference in the degree of tenseness?
13. What does the length of the vowel depend on?

14. Vowel quantity is as relevant in English as vowel quality, isn't it?
15. What do you know about a new tendency in modern English as far as the vowel length is concerned?
16. Why did V.A. Vassilyev proposed to change some of the symbols in transcription?
17. What is more important in English nowadays: vowel length or vowel quality? Why?
18. What do you know about a new tendency in modern English?
19. Is it right to consider [O:] and [O] as a short and a long counterparts?
20. What is taken into account by the degree of length?
21. The main feature for length difference is the difference in the degree of tenseness, isn't it?

Лекция 6

Moot Points in English

- 1 What are the requirements which allow a sound combination be treated as a separate phoneme?
- 2 In what way do these requirements work in affricates?
- 3 Are there diphthongs in English or are there only combinations of 2 vowel sounds? Let's take an example: [bei – bai – bi: - bo:]. Do these sounds stand as a whole in this opposition? Do they belong to the same syllable and morpheme?
- 4 What does the example [ˈpVqrq] prove? And another example: [ˈinflVqnts – ,inflV'enSql]?
- 5 Is the neutral sound a separate phoneme or an unstressed allophone of some other phoneme? In what way does the Moscow phonological school solve this problem? What about Leningrad school?
- 6 What sound combinations can be treated uniformimic?
- 7 Is [Vq] a phoneme, a diphthong, a sound combination or what?
- 8 In what should we treat [Vq] in the words [ˈInflVqnts] and [,InflV'enSql]?
- 9 Is a diphthong a phoneme or a combination of vowel sounds?

Лекция 7

New Tendencies in English Pronunciation

1. What are the 5 groups of changes in present-day English?
2. What groups of changes may be singled out in vowel changes?
3. Give examples of isolated changes.
4. What does the centripetal tendency mean?
5. Give examples of combinative changes.
6. What tendencies may be traced in changes of vowel length?
7. What are the main changes in consonants?
8. What are the tendencies in the changes of word-stress?
9. What phenomenon is called spelling pronunciation?
10. What is the tendency to pronounce borrowed words?

Лекция 8

Classification of Speech Sounds

- 1 How can you prove that it is natural to divide the speech sounds into vowels and consonants? How can you justify this division?
- 2 Give the acoustic characteristic features of speech sounds.
- 3 Enumerate the groups of sounds according to the degree of their sonority.
- 4 What points do we take into account when we analyze the articulation of sounds?
- 5 Characterize vowels according to these points.
- 6 Characterize consonants.

- 7 Why do we consider sonorants to be a special group?
- 8 What facts draw sonorants close to consonants
- 9 What facts draw sonorants close to vowels?
- 10 Innumerate the principles of classification of vowels.
 - 11 Innumerate the groups according to these principles.
 - 12 What are the principles of classification of consonants?
 - 13 What are the groups according to these principles?
 - 14 What sounds are called fortis?
 - 15 Speak about diphthongs.
 - 16 Are Russian vowels checked or free or both?
 - 17 What vowel is called checked?
 - 18 What features do sonorants possess?

Лекция 9

Intonation

- 1 Define intonation.
- 2 Is intonation a suprasegmental phenomenon?
- 3 What is timbre? Why is it usually excluded from the definition?
- 4 What is the view point of foreign linguists on intonation?
- 5 Why is the term “utterance” more preferable than the term “sentence”?
- 6 What grammatical unit does syntagm coincide with in Phonetics?
- 7 Give an example to illustrate that they are different.
- 8 What are the sections of an intonation group? Define them.
- 9 Name the most important nuclear tones.
- 10 Dwell on rise-fall-rise.
- 11 Name the types of pre-heads.
- 12 Name the types of heads.
- 13 Prove that various combinations of parts of intonation express different meanings.
- 14 What is the role of the communicative centre?
- 15 How can you prove the distinctive function of terminal tones?
- 16 Enumerate the distinctive functions of the voice pitch, give examples.
- 17 Define sentence-stress.
- 18 What is it defined by?
- 19 What are the types of sentence-stress?
- 20 What is rhythm?
- 21 Define tempo.
- 22 What is a pause?
- 23 What kinds of pauses do you know?
- 24 What is better: to fill in a pause or to keep it silent?
- 25 What can a pause be filled with?

В случае если студент пропустил какую-либо лекцию или практическое занятие, он изучает рекомендованную литературу самостоятельно, составляет её конспект и предоставляет его преподавателю. После ознакомления с конспектом, преподаватель индивидуально беседует со студентом по пропущенному им материалу, где он не только опрашивает студента, но и в форме беседы разъясняет непонятные для студента вопросы.

В ходе беседы предлагается задать следующие вопросы.

Лекция 1

Introduction

- 1 Who was the 1st to begin experiments in phonetics in Russia?

- 2 What are the drawbacks of the system of transcription introduced by the international phonetic association?
- 3 What does the linguistic aspect of speech sounds imply according to O.I. Dickushina?
- 4 When did phonetic alphabet become spread?
- 5 What is the oldest and the most developed branch of phonetics according to prof. Trakhterov?
- 6 Aspects of speech sounds.
What does the acoustic aspect of speech sounds imply?
What does the biological aspect of speech sounds imply?
What does the linguistic aspect of speech sounds imply?
What are the aspects of speech sounds according to prof. Vassilyev?
What are the aspects of speech sounds according to prof. Dickushina?
- 7 Methods of investigation (according to T.I. Shevchenko).
What are the parameters used in any prosodic analysis?
What are the 2 basic ways to explore speech sounds?
- 8 Transcription (according to V.A. Vassilyev). What are the advantages of a phonemic transcription over an allophonic? From a point of view of a graphic form phonetic transcription falls into 3 groups. What are they?
- 9 What is transliteration?

Лекции 2-3

1. The Phoneme Theory

- 1 Who originated the conception of the phoneme which exaggerates the abstractional aspect?
What did I.A. Baudouin de Courtenay call the phoneme?
2. In what way did L.V. Shcherba call the phoneme in his early works?
- 3 What problems were the scholars of the Prague linguistic school interested in?
- 4 What is phonetics and phonology according to the scholars of the Prague school?
- 5 In what way do American descriptivists treat the phoneme?
- 6 Whose conception was idealistic?
- 7 What is D. Jones's conception called?
- 8 Why is the correct choice of the principle variant important?
- 9 What is an archiphoneme?
- 10 Who denies the material aspect of the phoneme?
- 11 Who denies the abstractional aspect of the phoneme? Who originated the material aspect of the phoneme?
- 12 When does an accent appear?
- 13 What facts make the sound different?
- 14 What is the role of a subsidiary allophone?
- 15 What facts make the sound different according to J. Brown?
- 16 What features of the phoneme constitute its invariant?
- 17 What feature is called relevant?
18. What is the reason for accent in pronunciation?
19. What does L.V. Shcherba say about the way we should teach sounds?
20. Give examples of a non-distinctive articulatory feature.
21. What are the rules of phonemic identification according to V.A. Vassilyev?
22. What concept of the phoneme was originated by prof. Shaumyan?
23. The concept of the phoneme according to M.A. Sokolova:
24. What is meant by "a phonemic level"?
25. What is meant by "a phonetic level"?
26. What message about the speaker can you get from the phonetic level?
27. What is the correlation between dark and clear [l]?

28. What are the 2 ways to analyze the sounds?
29. What does the word “function” mean in phonetics?
30. What is meant by “functionally similar groups of allophones”?
- 31 What are the types of mistakes according to L.V. Shcherba?
- 32 What approach to the phoneme was originated by L. Hjelmslev? What does it mean?
- 33 In what way does the phoneme perform its distinctive function?
- 34 What type of transcription is recommended for teaching?
- 35 In what way does Phonology differ from Phonetics?
- 36 What conception of the phoneme is most suitable for teaching?
- 37 What do we call a contrastive distribution of phonemes?
- 38 What is transcription?
- 39 What are the classes into which the views on the phoneme fall? Name their representatives.
- 40 What is the final aim of a phonological investigation?
- 41 What is the difference between the analysis from phonological point of view and articulatory?
- 42 Does the phoneme exist apart from speech sounds?
- 43 Can a phoneme be pronounced in general?
- 44 How does the phoneme perform its distinctive function?
- 45 What do we call articulatory features which are not capable of differentiating the meaning?
- 46 Give examples of irrelevant articulatory features.
- 47 How can we prove that the phonemes can differentiate the meaning?
- 48 What do we call the opposition where the phoneme can perform its distinctive function?
- 49 What is idiolect?
- 50 What phonetic variations are called intraindialectal?
- 51 What is a free variant?
- 52 What do you know about the cybernetic approach to the phoneme?
- 53 What do you know about the Copenhagen trend in the phoneme theory?

Лекция 6

Moot Points in English

1. What sound combinations can be treated uniformimic?
2. Is [Vq] a phoneme, a diphthong, a sound combination or what?
3. In what should we treat [Vq] in the words [‘InflVqns] and [,InflV’enSql]?
4. Is a diphthong a phoneme or a combination of vowel sounds?

Лекция 7

New Tendencies in English Pronunciation

- 1 Enumerate the groups of changes in consonants.
- 2 Give examples of assimilation.
- 3 What tendencies should be taught?
- 4 What is the main thing in changes in consonants?
- 5 What is the connection between changes in quantity and changes in quality?
- 6 What changes take place in former pairs of vowels: [I] – [i:], [R] – [A], [P] – [L], [u:] – [V], [aV] – [aI], [aVq] – [aIq].
- 7 What tendencies are stable?

Лекция 8

Classification of Speech Sounds

1. What sounds are called fortis?
2. Speak about diphthongs.
3. Are Russian vowels checked or free or both?
4. What vowel is called checked?
5. What features do sonorants possess?

Лекция 9

Intonation

- 1 Is intonation a segmental or suprasegmental phenomenon?
- 2 What does the term “prosody” mean?
- 3 What components does V.A. Vassilyev include into the phenomenon of intonation?
- 4 What is a carrier of intonation?
- 5 What is the role of intonation-pattern?
- 6 Give the definition of intonation-pattern.
- 7 What types of descending heads do you know?
- 8 What types of ascending heads do you know?
- 9 What does the terminal tone mark?
- 10 What is the role of terminal tone/
- 11 What are the functions of pitch?
- 12 What are the functional groups of pauses?
- 13 What are the types of hesitation pauses?
- 14 The concept of intonation according to prof. Antipova?
- 15 What are the main functions of intonation according to prof. Antipova?
- 16 How many components of intonation does she analyze?
- 17 What are they?
- 18 What are the most important components of intonation from the linguistic point of view?
- 19 What are the 3 main functional types of sentence-stress? Which is the most important?
- 20 What forms the terminal tone?
- 21 What clause terminals do American descriptivists distinguish?
- 22 Is intonation present in a written sentence?
- 23 What is A. Gimson’s point of view on the components of intonation?
- 24 In what way are actualized syntagms called in Phonetics?

По двум следующим темам дисциплины студентам предлагается ознакомиться с рекомендованной литературой, выдержки из которой приводятся ниже, и подготовить ответы на указанные вопросы по темам. Причем, необходимо обратить внимание на разные точки зрения лингвистов, авторов трудов, по данной проблеме.

Тема 1 ***Modification of Phonemes in Connected Speech***

1. The definition of assimilation and its classification (historical, functional; complete, partial; progressive, regressive, reciprocal assimilation). Three stages of the articulation of speech sounds. Two kinds of articulatory transition.
2. Modification of English vowels (quantitative, qualitative).
3. Modification of English consonants. Historical and present-day assimilation. Voicing, devoicing; aspiration, palatalization, nasal and lateral plosion, loss of plosion. Obligatory and occasional assimilation.

Тема 2 ***Syllable Formation and Syllable Division***

1. The principal theories of syllable formation. The definition of a syllable. Syllabic sounds. The functions of a syllable: constitutive, distinctive.
2. Syllable formation. Syllable division rules. The types of syllables. The rules to divide words in writing. Syllable division in Russian. Characteristic features of syllable construction in English.

Формой **промежуточного контроля** является зачет, в ходе которого студенты должны продемонстрировать владение компетенциями, указанными в п. 2, а также знаниями, соответствующими требованиям к результатам освоения дисциплины.

Для **текущего и промежуточного оценивания** применяется балльно-рейтинговая система контроля, что обусловлено современным этапом развития ВПО в России в связи с подписанием Болонских соглашений.

Вопросы к зачету

1. The role of Phonetics in foreign language teaching.
2. Phonetics as a branch of linguistics. Its application to other areas of science.
3. Branches of Phonetics.
4. Aspects of speech sounds.
5. Methods of investigation in Phonetics.
6. Transcription.
7. The phoneme and its definition.
8. Aspects of the phoneme.
9. Types of mistakes.
10. The Phoneme theory at home and abroad.
11. Methods of phonological investigation.
12. Morphology.
13. Articulatory Phonetics.
14. Organs of speech.
15. Classification of speech sounds.
16. The system of English vowels.
17. The system of English consonants.
18. The main differences in the types of pronunciation.
19. The national varieties of English.
20. Orthoepic norm.
21. The teaching norm.
22. Moot points in the system of English consonants.
23. Moot points in the system of English vowels.
24. Vowel length in English.
25. The groups of changes in English pronunciation.
26. New tendencies in pronunciation of English vowels.
27. New tendencies in pronunciation of English consonants.
28. The nature of word-stress.
29. The degrees of word-stress.
30. The place of word-stress.
31. The tendencies of word-stress in English.
32. The peculiarities of the English accentual system.
33. The accentual system of English compound words.
34. The regional types of American English.
35. General American pronunciation and RP.
36. The problem of the definition of intonation.
37. The functional value of intonation.
38. The anatomy of English intonation.
39. The functional value of the pitch.
40. Sentence-stress.
41. The tempo of speech.
42. Pauses. English rhythm.
43. Phonostylistics as a branch of linguistics.
44. The main style differentiating factors.
45. Phonetic styles classification.

46. Monologue and dialogue speech forms.
47. Stylistic differentiation on phonetic level.
48. Non-RP accents of English.
49. The regional types of British English.
50. American English pronunciation.
51. The peculiarities of the accentual structure of words and intonation in American English.
52. Assimilation and its classification.
53. Modification of English consonants.
54. Modification of English vowels.
55. Syllable formation in English.
56. Syllable division in English.

7. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Дисциплина «Теоретическая фонетика» обеспечивается следующими учебно-методическими материалами:

Основная литература:

1. Евстифеева М.В. Теоретическая фонетика английского языка. Лекции, семинары, упражнения. – М.: Флинта, 2012. - гриф УМО. – Режим доступа: <http://www.studentlibrary.ru/book/ISBN9785976511156.html>
2. Левина, Татьяна Валентиновна. Вопросы фонетики и фонологии современного английского языка : учебно-методическое пособие : в 2 ч. / Т. В. Левина ; Владимирский государственный университет имени Александра Григорьевича и Николая Григорьевича Столетовых (ВлГУ) .— Владимир : Владимирский государственный университет имени Александра Григорьевича и Николая Григорьевича Столетовых (ВлГУ), 2015-2016 .— ISBN 978-5-9984-0633-1. – Ч. 1 .— 2015 .— 94 с. : табл. — Имеется электронная версия .— Библиогр. в тексте.
3. Левина, Татьяна Валентиновна. Вопросы фонетики и фонологии современного английского языка : учебно-методическое пособие : в 2 ч. / Т. В. Левина ; Владимирский государственный университет имени Александра Григорьевича и Николая Григорьевича Столетовых (ВлГУ) .— Владимир : Владимирский государственный университет имени Александра Григорьевича и Николая Григорьевича Столетовых (ВлГУ), 2015-2016 .— ISBN 978-5-9984-0633-1. – Ч. 2 .— 2016 .— 187 с. — Имеется электронная версия .— Библиогр.: с. 178-185.

Дополнительная литература:

1. Бурая, Елена Анисимовна. Фонетика современного английского языка : теоретический курс : учебник для вузов по специальностям направления "Лингвистика и межкультурная коммуникация" / Е. А. Бурая, И. Е. Галочкина, Т. И. Шевченко .— 2-е изд., испр. — Москва : Академия, 2008 .— 272 с. — (Высшее профессиональное образование, Иностранные языки) .— Библиогр.: с. 266-272 .— ISBN 978-5-7695-4791-1.
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Иностранные языки в высшей школе.
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8. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

В качестве материально-технического обеспечения дисциплины «Теоретическая фонетика» используется аудитория 431-7, оборудованная интерактивной доской и мультимедийным проектором.

Рабочая программа дисциплины составлена в соответствии с требованиями ФГОС ВО по направлению 44.03.01 Педагогическое образование и профилю подготовки Английский язык.

Рабочую программу составил доктор филол. наук, профессор кафедры английского языка Т.В. Левина *ТВ*

Рецензент

(представитель работодателя) Радин В.А., ПКЛ, Владимирская, преподаватель английского языка высшей квалификации, заслуженный учитель РФ
(место работы, должность, ФИО, подпись) *В.А. Радин*

Программа рассмотрена и одобрена на заседании кафедры английского языка

Протокол № 5/1 от 19.01.16 2016 года

Заведующий кафедрой *Н* Назарова А.О.
(ФИО, подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической комиссии направления 44.03.01 Педагогическое образование

Протокол № 1 от 22.01.16 года

Председатель комиссии, директор ПИ *М.В. Артамонова* Артамонова М.В.
(ФИО, подпись)

ЛИСТ ПЕРЕУТВЕРЖДЕНИЯ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ (МОДУЛЯ)

Рабочая программа одобрена на _____ учебный год

Протокол заседания кафедры № _____ от _____ года

Заведующий кафедрой _____

Рабочая программа одобрена на _____ учебный год

Протокол заседания кафедры № _____ от _____ года

Заведующий кафедрой _____

Рабочая программа одобрена на _____ учебный год

Протокол заседания кафедры № _____ от _____ года

Заведующий кафедрой _____