

TEACHING PRACTICAL PHONETICS AT AN ECONOMICS UNIVERSITY: CHALLENGES OF A NEW PROGRAMME

Elena Velikaya

National Research University Higher School of Economics, Moscow, Russia
Phone: +7 (915) 010-9367, E-Mail: evelikaya@hse.ru

Abstract. *Phonetics is a branch of Linguistics similar to Lexicology and Grammar. It studies 'the sound system of the language, that is segmental phonemes, word stress, syllabic structure and intonation' (Sokolova et al. 1996, 6). Practical Phonetics is a subject at the Faculty of Linguistics of the National Research University Higher School of Economics (NRU HSE), which is taught to 1st year students during one academic year. The article reports on the experience of course design in Practical Phonetics, one-year experience of teaching and assessment of students throughout the academic year. It also gives results of students' survey in which they were asked to give their opinion about the present course and to suggest amendments to it for future. Surprisingly, the majority of students approved of the course and did not suggest any changes. The author, nevertheless, summarised their ideas about certain modifications to the course in order to help students to better fit in the world linguistic community and look upon the subject of Practical Phonetics as a necessary integral part of the overall discipline – the Practical Course of English.*

Key words: *Phonetics, course design, teaching pronunciation, curriculum development, syllabus, assessment, tertiary level*

1. INTRODUCTION

As a dynamically and fast developing university, the NRU HSE opens a new faculty every two-three years. Academic year 2015-2016 was the 1st year of the Faculty of Linguistics (or rather, speciality “Linguistics”) operating within the Department of Foreign Languages. Not surprisingly, there was a demand for such a faculty, which would train professional linguists at a university with a high reputation inside the country and a world recognition. Many universities in Russia train teachers, but the difference lies in the brand of the NRU HSE which, apart from quite an extensive teaching programme, offers a variety of additional activities such as internship, research seminars, students' conferences, preparation for international examinations (IELTS, BEC), English, French and German speaking clubs, and career development centre within the HSE. All these opportunities attracted 243 students last academic year, and moreover, they were all with highest points obtained for the State Unified Exam for school-leavers.

In preparation of the English language syllabus for Practical Phonetics, some key principles for designing and delivering the course to meet students' needs were taken into consideration, namely length, timing, specific aims, and content. It was clear from the very

start that Practical Phonetics course could not be as brief as two or three weeks' corrective course or last as long as two years; it had to be credit-bearing with final exams at the end of the course and several mid-term credits and exams to be included in the overall rating of the students' performance; in this particular context, there is a need for students who possess good speaking and pronunciation skills. Under these circumstances, course design is 'a process which attempts to meet such identified needs within the constraints of the course' (Alexander et al. 2008, 81).

This paper aims to present the programme of the course of Practical Phonetics, the teaching methodology, and to discuss the results of students' survey, which was conducted after they had completed the course. Certain amendments to the present course will be given; they summarise one-year experience of teaching and studying at Bachelor level.

2. COURSE DESIGN

'At the heart of a well-developed course is a syllabus' (ibid, 82). It is a description of what students need to learn and is usually formulated in terms of goals or aims that the course hopes to achieve and smaller more specific learning objectives or outcomes, which outline what students should be able to understand and do by the end of a course' (Hyland 2006, 82). It is natural that goals and learning objectives will determine the choice of teaching materials, methodology, and types of assessment.

In general, 'a syllabus is an account of what it is necessary to cover to achieve the aims of the course' (Alexander et al. 2008, 82). It helps teachers to develop the programme, which will contain information about the topics covered, timing, criteria, sample tests and exam materials, and recommended sources. It can also serve as a basis for timetabling and a guidance for inexperienced teachers. All teachers and students have access to this document through the Department of Foreign Languages website and students' information system LMS (Learning Management System).

The syllabus in Practical Phonetics, which was developed to be used at the Faculty of Linguistics of the HSE, has the *aim* of teaching students the British pronunciation norm, to acquaint them with territorial varieties of English and form a pronunciation foundation for further development of students' speaking skills based on normative speech. The main *objectives* of the course are: to enable students to form an understanding of the British accent and phonetic styles; to enable them to obtain knowledge of articulatory organs of speech and phonetic analysis; to develop students' pronunciation skills in monologuing and dialoguing (HSE 2015, 2). By the end of the course of Practical Phonetics, students must be familiar with the articulatory base of the English language as compared to the Russian language; know the rules of articulation of consonants and vowel sounds, word stress and sentence stress, the main intonation patterns of the English language and their functions, rules of delimitation and pausation, peculiarities of phonetic styles of English; they must read texts in English with correct articulation and intonation, transcribe and intone phrases and texts; students must be able to produce monologues and make dialogues, read poems, give academic presentations and be able to perceive English speech in various intonational styles (ibid). The general input takes the form of two hours per week in each group in the 1st year. The final exam occurs at the end of the academic year, which is supplemented by the end of 1st semester and mid-term test at the end of the 3d module (end of March). All these results are included in the overall rating of students' academic performance.

3. CONSTRAINTS

Some researchers (Day and Krzanowski 2011, 9; Hyland 2006, 74; Feez 2002, 38; Finney 2002, 75) agree that any course design starts with needs analysis; others (Alexander et al. 2008) find considering constraints of the teaching context more important at the beginning of the development of a syllabus. 'Courses only work well when their design takes into account the constraints under which they will be delivered' (ibid, 83). At the HSE, the first constraint would probably be the context itself: teaching English is subject-oriented, so teaching English Phonetics at an economics university would be challenging: it has never been taught there. Next constraint is the length of the course: with English as a subject at non-linguistic faculties of the HSE it is a 2-year course with IELTS exam to be taken at the end of it; students of Linguistics follow a 4-year Bachelor course, and English is to become their profession, so Practical Phonetics must be part of it alongside Grammar and Speech practice. Students are grouped at the beginning of the course not specifically due to entry results (they are anyway high with all of them) but depending on their choice of the second foreign language. Finally, teachers' experience, knowledge and teaching style can be treated as a constraint: older teachers have a more academic teaching style, more knowledge of the subject and more conservatism in teaching; younger teachers are more flexible, more adventurous in choosing topics for dialogues and less focused on working on sounds and corrective work. After a balance between what is needed in general and university constraints is found, it is possible to begin to analyse students' needs.

4. NEEDS ANALYSIS

The term "needs" is used to refer to 'wants, desires, demands, expectations, motivations, lacks constraints, and requirements' (Brindley 1984, 28). In other words, it means a difference between what a student can do now in a language and what he or she should be able to do. In Russia at a secondary school or university, needs analysis is carried out by a single teacher on his or her class in cooperation with other teachers on this subject and the programme coordinator. There is only one authentic course design scenario which runs as follows: 243 applicants become students of the Faculty of Linguistics at the HSE. They are highly motivated to become specialists in linguistics and pedagogy, to know and be able to use two foreign languages. They expect to obtain enough knowledge and skills in English and build up their careers successfully. This scenario requires a complete course in all three subjects: Phonetics, Grammar and Speech practice. The course of Practical Phonetics includes the following issues:

1. Explanation of articulatory base of the English language and organs of speech.
2. Articulation of consonants, vowels, and diphthongs.
3. Mastering English intonation and basic intonation patterns, intonational styles.

The materials used to ensure students' progress throughout the course of Phonetics were taken from authentic books. Recorded materials were prepared to develop students' ability to study autonomously. Since the Phonetics programme has been in place for one year only, there was no questionnaire prepared in advance in order to find out their needs, and in designing this course teachers relied on their previous experience and general knowledge of the subject.

5. COURSE DESIGN

According to Richards (2001, 145), course development includes the following dimensions:

- developing a course rationale
- describing entry and exit levels
- choosing course content
- sequencing course content
- planning the course content
- preparing the scope and sequence plan

In relation to the programme of Practical Phonetics, the aim of the course and its objectives form the *course rationale*, which has already been discussed. This course has been designed for school leavers and all applicants who enter the university and intend to study at the Faculty of Linguistics, those students who want to obtain linguistic education which will allow them to develop their strengths and communication skills in English on the basis of good knowledge of theory and practice; students who want to achieve their goals and advance in their careers. The *entry level* of all students last academic year varied from 80 to 100 corresponding to upper-intermediate and advanced in IELTS band and B2 and C1 in the Common European Framework of Reference (CEFR). The English language programme in Practical Phonetics is supposed to move students along the path towards the level of proficiency they require. This will be proved by the final exam results obtained at the end of the course. *Course content* 'has to be developed to address a specific set of needs and cover a given set of objectives' (ibid, 147-148). It would be natural if course content contained the course developer's ideas about including the main themes and making the course more efficient. The course of Practical Phonetics could include a corrective (sounds, explanation of articulation and intonation) and mastering phonetic styles – informational, artistic, academic, and conversational). Through rather extended analytical work and discussions with potential teachers of Practical Phonetics such a course content was developed. Its organisation is shown in Table 1.

As can be seen from the table, the content of the course was designed in order to acquaint students with various styles and to provide them with necessary theory and rather extended practice in pronunciation which can develop the required skills in spoken English. Two more factors were taken into consideration: institutional and teacher factors. The HSE is a young university, which has been developing its traditions for more than 20 years. Teachers who started it had their own background and experience. They brought their own culture with them, very often positive attitudes and sometimes - negative attitudes, which had a certain effect on the climate of the environment. The difference in the level of their professionalism was probably the main problem at the very start. Luckily, this difference vanished with years: more teachers with degrees and positive personalities joined the university, others had to learn how to become more competitive. Teachers of Practical Phonetics are all young with several years of teaching experience at a pedagogical university. Another difficulty which is still very strong is adherence to some pronunciation standard. RP as a British pronunciation standard used to be very popular in the Soviet Union and young Russia. It is probably becoming less popular nowadays. But the idea of not mixing it up with the Northern English accent or Cockney is still very fashionable. Since it can be considered as an "inner" constraint, teachers of Practical Phonetics have to follow it but there is always room for development and changes, and they are not so far away. Taking into account teachers' motivation to be up-to-date and

their professionalism, beliefs concerning basic teaching issues can be amended within the nearest future.

Table 1 Course content and sequence plan

Theme 1	Phonetic corrective course. Organs of speech. Articulatory base of the English language.
Theme 2	Articulation of English consonants. Palatalisation. Word stress. Intonation. Intonation Pattern I: (Low Pre-head+) Low Fall (+Tail). Intoning.
Theme 3	Articulation of English vowels. Nasal plosion. Glottal stop. Reduction. Intonation Pattern II: (Low Pre-Head +) High Head + Low Rise (+ Tail). Intoning.
Theme 4	Diphthongs, their production. Sonorants. Linking 'r'. Intonation pattern III: (Low Pre-Head +) Low Rise (+ Tail).
Theme 5	Diphthongs + schwa, their production. Intonation pattern IV: (Low Pre-Head +) High Head + Low Rise (+ Tail). Intoning.
Theme 6	Combinations of sounds. Assimilation. Accidental Rise. Intonation pattern V: (Low Pre-Head+)) High Fall (+Tail).
Theme 7	Phonetic reading of the text "Our sitting room". Intonation pattern VI: (Low Pre-Head +) Stepping Head + Low Fall (+ Tail). "Ship or sheep", dialogue № 1: "In a restaurant" – conversational style.
Theme 8	Phonetic reading of the dialogue "Asking the time". Intonation pattern VII: (Low Pre-Head +) Stepping head + Low Fall (+ Tail). "Ship or sheep", dialogue № 2 "An interesting film".
Theme 9	Phonetic reading of the dialogue "Hello and Goodbye". Intonation pattern VIII: (Low Pre-Head +) Falling Head + Low-Fall (+Tail). "Ship or sheep", dialogue № 4 "A bad highjacker".
Theme 10	Phonetic reading of the text "The Browns' dining-room". Intonation pattern IX: (Low Pre-Head +) Low Head + Mid-Level Tone (+ Tail). "Ship or sheep", dialogue № 5. "I love you".
Theme 11	Intoning, transcribing. Revision of intonation patterns I-IX. "Ship or sheep", dialogue № 6 "At a party".
Theme 12	Phonetic reading of the dialogue "A Meeting in Brighton". "Ship or sheep", dialogue № 8 "A TV advertisement for 'Onwash'".
Theme 13	Artistic reading of the poem "Those evening bells" – artistic style. "Ship or sheep" № 9 "Sports report from Channel 4".
Theme 14	Transcribing, intoning. "Ship or sheep", dialogue № 10 "A lost book".
Theme 15	Informational style. Reading and retelling of the text "Balzac as a handwriting expert". "Ship or sheep" № 11 "In a good school".
Theme 16	Artistic reading of the poem "Twilight". "Ship or sheep" № 12 "The worst nurse".
Theme 17	Reading and retelling of the text "Mark Twain in France". "Ship or sheep", dialogue № 15 "At a railway station".
Theme 18	Academic style. O'Connor, the lecture on intonation, reading. Preparation of A lecture on the intonation pattern (Low Pre-head+) Low Fall(+Tail). "Ship or sheep", dialogue № 16 "Mike, Myra and Violet".

(HSE 2015, 6-7)

6. LEARNING OUTCOMES

The curriculum approach to educational planning is based on such principles as academic rationalism, social and economic efficiency and learner-focus (three out of five introduced by Eisner (1992) which the author called ‘five curriculum ideologies), which can serve as a justification for the kinds of aims the programmes contain. For instance, academic rationalism is a basic principle for choosing the content of the subject matter – it ought to develop the learner’s ‘intellect, humanistic value and rationality’ (Richards 2001, 114). Since practical Phonetics is part of the English language syllabus, cultural component was taken into account while planning the curriculum outcomes. Social and economic efficiency principle emphasises the practical needs of learners and society, which is true not only for Russia. Successful economies in the twenty-first century are increasingly knowledge-based, and the bulk of the world’s knowledge is in the English language’ (ibid, 116). This is on the one hand; on the other hand, in order to have a successful career one must have a good command of English: if the learner’s accent is not clear and articulation is flabby and intonation patterns used bear no resemblance at all of English intonation patterns, he or she has almost no chance to advance in the job. Learner’s focus basically means a focus on individual needs of learners, the need to develop awareness, self-reflection, critical thinking, learner strategies, and other qualities and skills that are believed to be important for learners to develop’ (ibid, 117). It can be realized as either more individualised teaching or introducing more practice in classroom activities, which also depends on the interests of learners and the syllabus (some themes can need more individual work, others – require more pair and group work).

Outcomes of any course, formed with the help of aims and objectives, are nowadays described in Russia, similar to many other countries, in terms of competencies (Competency-Based Language Teaching (CBLT) approach (HSE 2014). ‘Competency-based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized instruction. It is outcome-based and is adaptive to the changing needs of students, teachers and the community...’ (Schneck 1978, vi). This idea was developed by Richards (2001): ‘CBLT seeks to improve accountability in teaching through linking instruction to measurable outcomes and performance standards’ (128). Competencies forming the basis of a competency-based English language programme at the HSE reveal skills and job performance necessary for a successful completion of real-world activities. In the process of studying the discipline Practical Phonetics students master the following competencies (Table 2):

Table 2 Learner competencies

1.	He or she is able to study, acquire new knowledge, skills in professional and non-professional spheres.
2.	He or she can use professional knowledge in practice.
3.	He or she can solve problems in professional sphere using analytical and synthetical skills.
4.	He or she can search for necessary information, evaluate and use it in solving professional and scientific problems.
5.	He or she can do research, analyse problems, set goals and outline objectives, and evaluate the results of research.
6.	He or she can critically evaluate other people’s and own experience, reflecting professional and social activity.
7.	He or she can perform either in professional linguistic or applied spheres in an international environment.

(HSE, 2015, 3)

According to the Practical Phonetics programme, 'A Bachelor graduate must possess the following professional competencies:

Table 3 Graduate competencies

<ol style="list-style-type: none"> 1. He or she can develop individually supplementary materials for effective formation of language skills depending on target audience. 2. He or she can organise extra curriculum activities in institutions of general and vocational education. 3. He or she can search for information, prepare reviews and write abstracts, make notes and compile bibliography under supervision. 4. He or she can give talks and participate in discussions and present results of own research. 5. He or she can understand humanistic values for preserving and development of national and world culture.
--

(ibid, p.3)

As can be seen from Tables 2 and 3, the skills obtained by students in the process of studying at the university and at the end of the Bachelor course may be related to any domain of life, can help to survive in any environment and advance in chosen career. It can also be noted that competency descriptions can be regarded as objectives that are linked to specific domains and activities. Phonetic competence raises graduates' general confidence and self-esteem, not an ability to speak English as native speakers but to speak correct English, which is accepted in any educated society and serves as a proof that a student has completed this course and not wasted university time. From language-culture perspective, phonetic competency allows to appreciate a variety of English accents reflecting different regions and cultures and use this knowledge in communication and avoid a negative attitude not only to different accents but also to anything of foreign origin.

7. ASSESSMENT

All the analysed factors (aims, goals, course design, course content, and outcomes), the way they are planned and developed, determine the programme implementation and its success. Nevertheless, the whole process of teaching is not completed without a clear assessment system or student evaluation in a particular context, or student performance at the university. Since results of students' assessment are included in their rating throughout university years, both *end-of-course assessment* and *continuous assessment* are used (Day and Krzanowski 2011, 27).

Practical Phonetics continuous assessment content (Table 4) includes phonetic exercises, phonetic texts, their phonetic reading and retelling, artistic reading of poems, the knowledge of basic intonation patterns, and transcription of phrases and texts.

Two tests (end of 1 semester and 3d module) are designed to assess students' skills in transcribing and intoning phrases and texts. The final exam is scheduled for the end of the course and academic year and includes four main parts: 1. phonetic reading and retelling of a short text; 2. artistic reading of a poem; 3. a short lecture on one intonation pattern; 4. a spontaneous dialogue on a suggested situation. Students are marked out of 10. Since the final result is a sum total of their performance in the academic year and the final exam, a unified system of assessment is used for all faculties and specialities at the HSE. According to this

Table 4 Practical Phonetics continuous assessment system

Type of assessment	1-2 modules (1 semester)	3-4 modules (2 semester)	Parameters
Current	*	*	phonetic exercises, phonetic texts (reading and retelling), poems, lectures on intonation, knowledge of basic intonation patterns, transcription, intoning phrases and texts
	*	*	a test at the end of 1 st semester and 3d module
Final		*	An oral exam at the end of academic year (HSE 2015, 5)

system, for the final exam a student must obtain the minimum of 61 points, which corresponds to the lowest passing grade ('a satisfactory mark'). To obtain 'a good mark' a student must acquire 101 points, and for 'an excellent mark' – 141 points. This can be clearly seen from Table 5:

Table 5 Students' assessment by aspect

Band	Number of points in each aspect
1	0-20
2	21-40
3	41-60
4	61-80
5	81-100
6	101-120
7	121-140
8	141-160
9	161-180
10	181-200

(HSE 2015, 10)

The final students' rating is calculated using a banding scale, which is unified for all departments of the HSE (Table 6).

Table 6 Correlation between percentage and banding scale

100% banding scale	HSE banding scale
95%-100%	10
90%-94%	9
85%-89%	8
79%-84%	7
73%-78%	6
66%-72%	5
60%-65%	4
38%-59%	3
18%-37%	2
0%-17%	1

(HSE 2015, 10)

It is common practice that a teacher assesses students' performance at practicals and seminars and includes the marks in the overall rating. In Russia, it is very usual to use two marking systems – out of 10 and out of 5. An example of the correlation of the two systems is given in Table 7.

Table 7 Correlation between two banding scales

5-band scale	10-band scale
Unsatisfactory	1
	2
	3
Satisfactory	4
	5
Good	6
	7
Excellent	8
	9
	10

(HSE 2015, 11)

The final result is the mark for the course of Practical Phonetics which will be included in students' diplomas.

A certain advantage of this assessment system is the fact that self-study work is also part of it: students have access to a plan of their self-study work during the whole academic year with all the necessary materials. The number of hours to be spent on self-study basically corresponds to the number of hours planned for classwork. In self-study, students use audio-recordings, video-recordings, practice phonetic exercises and phonetic texts, poems and lectures. They are obliged to practice transcription and intoning phrases and texts, too. Their self-study work is marked in seminars and practicals as part of their continuous assessment.

8. PROGRAMME EVALUATION

8.1. Survey and data collection

Programme evaluation is an important part of any course. It usually involves collection of information and making judgements about the course, specifically its implementation. At the end of the 1st year of teaching of Practical Phonetics, information was collected from four groups taught by the author. The research focused on *formative evaluation*, i.e. ongoing development and improvement of the programme. The questionnaire included two questions:

1. Are you satisfied with the course of Practical Phonetics?
2. What amendments to the existing course would you suggest?

Since it was the first year when the programme was in place, these questions were meant to identify problems and to improve its delivery. Qualitative measurements were used, which are usually open-ended and need to be interpreted, but are important in programme evaluation.

8.2. Results and discussion

The results of this survey are presented in Figures 1-4.

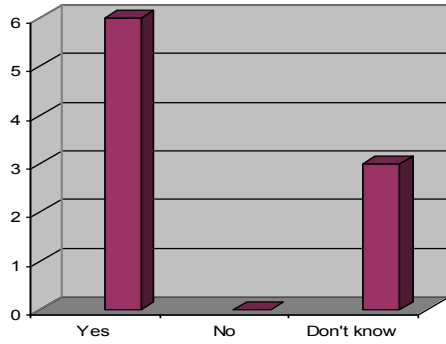


Fig. 1 Group 1 results

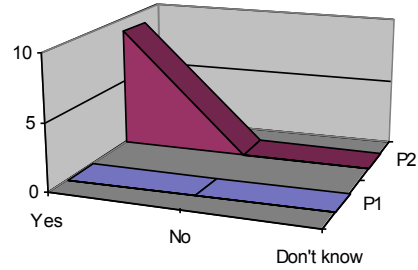


Fig. 2 Group 2 results

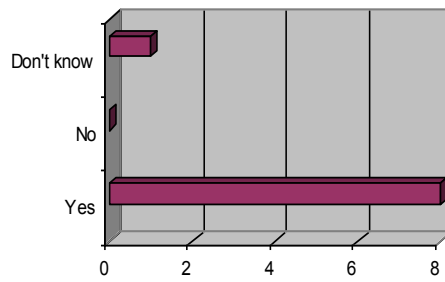


Fig. 3 Group 3 results

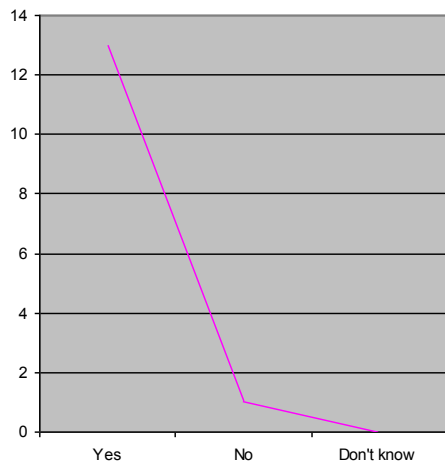


Fig. 4 Group 4 results

According to the 1st Group results, out of nine students present at the lesson, when the survey was conducted, six students replied that they were satisfied with the course; three students were unsure about their attitude, and no one answered in the negative. More than 50% of the students suggested no changes to the course, and three students stated that they would like to have more practice in pronunciation and more speaking tasks (for example, more spontaneous dialogues). In Group 2 all nine students were satisfied with the course; seven students would appreciate more hours per week (two classes instead of one); two respondents wanted more information about the theory of pronunciation because it could help them to articulate sounds properly and to learn more about different accents. Eight students in Group 3 enjoyed the course; one student did not know and no one answered negatively. In the reply to the second question, three students would not appreciate any amendments; two students wanted more phonetic analysis and two students wanted smaller groups because it could introduce more individual work with the teacher; two students wanted the course to be extended to two classes per week; they also wanted more listening tasks and more up-to-date dialogues, which could make the studying process more efficient. Group 4 students almost unanimously expressed the attitude to the course as being satisfied with it; two respondents wanted more classes and one student - more poems and video films, more phonetic exercises, more retelling and communication with native speakers. Overall, out of 41 students only one respondent expressed dissatisfaction with the course, even though without any comment, so it is not clear what went wrong. The majority of the students enjoyed the course although gave many suggestions on how to make it more efficient.

9. SUGGESTIONS ON COURSE AMENDMENTS

Since none of Linguistics students gave their suggestions on the amendments to the course either at the beginning of the academic year or half way through it, only their final comments were analysed. In this stage, *formative evaluation* was supplemented by *summative evaluation* (Richards 2001, 288, 291) when decisions about the worth or value of different aspects of the course were made. The purpose of it was to determine the effectiveness of the programme, its efficiency and, as a result, acceptability.

This course can be called acceptable since it led to satisfactory achievement of its objectives and good final results. No interrogated student failed the final exam or obtained a 'satisfactory' mark, which demonstrates a rather low command of English. All students finished the course with good and excellent marks. As can be seen from the students' comments, there were no negative comments about the teacher's teaching style, but there were comments about the choice of materials, class size, time-tabling and content. The analysis also showed the efficiency of the course: it did not raise problems either at the beginning or later at the end of it; did not demonstrate any need for specialised materials or teachers' meetings or additional training of younger teachers. The course also proved its effectiveness: teachers might have been using different teaching methods and techniques but the positive result was achieved. Nevertheless, some changes to this course of Practical Phonetics must be made due to students' comments on it. Firstly, it must be extended to two classes per week with more individual work with students and more work on sounds. Secondly, attention must be given to the modification of listening and speaking tasks for students to enjoy more conversations and more pair work. Thirdly, newer and more up-to-date materials should be introduced and more poems must be recorded. On the other hand, two comments cannot be realised by course teachers: smaller groups and more phonetic analysis and

accents. This is due to the fact that only the teaching office is responsible for the class size and group formation, and all theoretical issues are included in the course of Theoretical Phonetics which will be taught in the 3d year.

10. CONCLUSION

Language curriculum development describes ‘an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs’ (Richards 2001, 2). This research concentrated on the analysis of a particular programme in Practical Phonetics which was introduced together with the speciality “Linguistics” at the Higher School of Economics in 2015. The article analysed course design, course content and course development, constraints, students’ needs, language outcomes, and assessment system. Attention was also paid to programme evaluation and course amendments. The results of a survey conducted among students of Linguistics showed that the majority of students were fully satisfied with the course, but they have their own ideas on how to improve it. To make it more efficient, the number of classes ought to be extended to two instead of one; listening and speaking tasks must be more up-to-date and more poems must be recorded and learnt by heart. These were the amendments suggested by the students on the course but the author shares them. This research is limited by measurements of four groups’ analysis. What can be done further is to extend the experimental base to all students on the course, on the one hand, and to focus on teaching techniques and teacher training provision for teachers in the programme, on the other hand. Both of these changes can add to adequacy effectiveness of Practical Phonetics programme.

REFERENCES

- Alexander, O., S. Argent, and J. Spencer. 2008. *EAP essentials. A teacher’s guide to principles and practice*. Reading: Garnet Publishing Ltd.
- Brindley, G. 1984. *Needs analysis and objective setting in the adult migrant education programme*. Sydney: N.S.W. Adult Migrant Education Service.
- Day, J., and M. Krzanowski. 2011. *Teaching English for Specific Purposes: An Introduction*. Cambridge: Cambridge University Press.
- Educational Standard of the National Research University Higher School of Economics in speciality ‘Linguistics’*. 2014. Moscow: HSE.
- Hyland, K. 2006. *English for Academic Purposes: An Advanced Resource Book*. Abingdon: Routledge.
- O’Connor, J., and G.F. Arnold. 1978. *Intonation of Colloquial English*. London: Longman.
- Practical Phonetics Programme for 1st-year students*. 2015. Moscow: HSE.
- Richards, J.C. 2001. *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Schneck, E.A. 1978. *A guide to identifying high school graduation competencies*. Portland: Northwest Regional Educational Laboratory.
- Sokolova, M., K. Gintovt, I. Tikhonova, and R.Tikhonova. 1996. *Theoretical Phonetics of the English Language*. Moscow: VLADOS.