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| Institution : | University College of Science and Humanities,Majmaah University |
| Academic Department : | English Department |
| Program : | B.A. |
| Course title and code: | Learning pronunciation(ENG121). |
| Specification Approved Date :  | 24/ 2 / 1438-39 H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** 24/2/1439 |
| **College/Department :**College of Science and Humanities / English Language |

**A. Course Identification and General Information**

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| 1. Course title and code: Pronunciation(ENG 121) |
| 2. Credit hours :( 3) |
| 3. Program(s) in which the course is offered. –BA(If general elective available in many programs indicate this rather than list programs)English |
| 4. Name of faculty member responsible for the course: Dr.Ehsan Mohammed Abdelgadir |
| 5. Level/year at which this course is offered:Level 2/ 1st Year |
| 6. Pre-requisites for this course (if any):Nil |
| 7. Co-requisites for this course (if any):NIL |
| 8. Location if not on main campus:(Hotat Sudair**)** |
| 9. Mode of Instruction (mark all that apply):40 a. traditional classroom What percentage? 40 b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage?20 f. other What percentage?**Comments:** |

**B Objectives**

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| What is the main purpose of this course:The course aims to improve students’ pronunciation of English by:* Introducing them to a detailed investigation of English phonetics and phonology; Introducing them to the principles of describing English pronunciation, including segmental and supra-segmentals; Introducing them to the techniques of improving one’s own pronunciation, especially stress, rhythm and intonation;
* Enhancing their phonetic writing or transcription skills theoretically and practically.
* Enabling them to use phonetic resources that are available in dictionaries and on the internet. Introducing them to the principles of describing the sound systems of other languages such as Arabic.
* Introducing them to the principles of describing English pronunciation, using current phonological theories such as the phoneme theory, distinctive feature theory, metrical theory and optimality theory. ( esp. Stress & Intonation)
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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)* A language lab has to be established where the students be given practice to avoid the mother tongue influence.
* Software has to be installed in the computers for the use of the students...
* One Lab session to be given in a month
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**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:The pronunciation of English vowels, diphthongs, consonants,syllable, stress and intonation. The use of both paper and electronic dictionaries toknow the pronunciation of English words, will be practiced (including of coursephonetic transcription).Although the bulk of the course will be about practical pronunciation, a smallmodule(section) that introduces some basic theoretical phonetic terms and conceptswill also be included, but again with a practical orientation towards theseconcepts/terms ( *definition of phonetics, its three major categories, organs of speech,**description of English vowels/diphthongs and consonants, but not descriptions of suprasegmental*Students will not only be trained on RP (Received Pronunciation) alone, but will also betrained to understand a wide range of English accents (native/non-native) (includingthe New Englishes accents).drawing on the growing tendency in modern EFLeducation to incorporate New Englishes as well as RP (see Jenkins, 2000(1st edition).Jenkins argues strongly for a model of English phonology ( what she calls "LinguaFranca Core") that caters for/accommodates nonnative-nonnative communication,based on" International Intelligibility", as English is now a 'Global Language' (ratherthan just the limited RP). |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| An introduction about IPA and spellings. | 2 | 6 |
| Pronunciation definition. + The organs of Speech | 1 | 3 |
| The Front single Vowels (sounds and spellings) | 1 | 3 |
| The Central vowel sounds and spelling examples. | 1 | 3 |
| The back vowel sounds and their spelling areas | 1 | 3 |
| Diphthong /i/ vowel sounds and spellings | 1 | 3 |
| Diphthongs/u/ vowel sounds and word spellings | 1 | 3 |
| Consonant Manner of Articulation Sounds | 3 | 9 |
| Consonant Voicing sounds | 1 | 3 |
| Consonant place of Articulation | 3 | 9 |

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| **2. Course components (total contact hours and credits per semester):** |
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|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planed** |  45 |  |  |  |  | 45 |
| **Actual** | 45 |  |  |  |  | 45 |
| **Credit** | **Planed** | 3 |  |  |  |  |  3 |
| **Actual** | 3 |  |  |  |  | 3 |

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| 3. Additional private study/learning hours expected for students per week. 3 |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| **On the table below are the five NQF Learning Domains, numbered in the left column.** **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) |
| **Code****#** | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| **1.1** | Recall the IPA and compare with that of the Mother Tongue Language | Lecturing | Test |
| **1.2** | Differentiate the terms Phonetics & Phonology | Lecturing | Quiz |
| **1.3** | Practice the Phonetic Transcription for correct pronunciation | Lecturing | Worksheets on Transcription |
| **2.0** | **Cognitive Skills** |
| **2.1** | Apply the word Accentual rules properly | Audio aids | Audio quiz |
| **2.2** | Use the dictionary for correct pronunciation | Demonstrative learning | Worksheets |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | Communicate in English |  dialogue, text, etc | Analysis and worksheets |
| **3.2** | Demonstrate proper Intonation to make listener understand | Collaborative Learning | Role Plays with proper dialogue delivery |
| **3.3** | Validate with illustrations |  |  |
| **3.4** | Communicate in English |  dialogue, text, etc | Analysis and worksheets |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | Cooperative Learning |  | Worksheets |
| **4.2** | Groups’ work |  |  |
| **5.0** | **Psychomotor** |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | I Mid Exam | 8 | 20 |
| **2** | II Mid Exam | 12 | 20 |
| **3** | Work sheets on Phonetics and PhonologyWorksheets on Syllabication and Accentuation & Intonation | Throughout the course | 20 |
| **4** | Final Test | 15 | 40 |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)The teacher concerned is available throughout the week during office hours |

**E. Learning Resources**

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| 1. List Required TextbooksEnglish Phonetics and Phonology..by Peter Roach |
| 2. List Essential References Materials (Journals, Reports, etc.)* Journal of International Phonetic Association
* International Journal of American Linguistics
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| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.The Phonology of English as an International Language by Jennifer Jenkins |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.Pronounce It Correctly In English |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) |
| 2. Technology resources (AV, data show, Smart Board, software, etc.) |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  |

**G . Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of TeachingRole plays + group work |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentA hall to accommodate 33 students |
| 3. Processes for Improvement of TeachingComputer lab with 30 workstations and software to be installed |
| * 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Language Laboratory: Computer Aided Multimedia English Language Lab (CAMELL)
* Center for Communication Skills Lab (CS Lab) ( for Practice the subject knowledge)
* A Public Address system
* Four collar mikes
* A Tape Recorder to record the voice of the student
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| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.Through Language Computer Activities |

**Name of Course Instructor:** Dr.Ehsan Mohammed Abdelgadir

**Signature: Dr.Ehsan Mohammed Abdelgadir. Date Specification Completed:** 27/2/1439

**Program Coordinator:** Dr.Murad Alshaboul**.**

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**Signature: ………………………….. Date Received: ………………………………......**