



# Course Specification

## (Bachelor)

Course Title: **Practical Phonetics**

Course Code: **ENGL122**

Program: **Bachelor of Arts**

Department: **English**

College: **Education**

Institution: **Majmaah university**

Version: **4**

Last Revision Date: **5 October 2023**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( ...3..... )

#### 2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others  
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: ( .....level2....)

#### 4. Course general Description:

This course is the first of a series of two courses in the department NEW Course PLAN that are prescribed for the study and practice of English sounds (the other one being: *ENGL 312 Phonetics and Phonology*). As such, it assumes no previous background in Phonetics and Linguistics, and aims primarily at training students to both pronounce and understand the fundamentals of English pronunciation (along with the basics of the science of human speech sounds: Phonetics), effectively and intelligibly.

With this two-fold purpose in mind, the course introduces students to the fundamentals of Phonetics; the scientific study of human speech sounds). Students will study the rudimentary concepts and terms of Phonetics. They will be introduced to the three main branches of Phonetics: Articulatory Phonetics, Acoustic phonetics and Auditory phonetics). Focusing on Articulatory Phonetics, the courses explains how sounds are articulated in terms of place of articulation, manner of articulation and the condition of the vocal cords (voiced vs. voiceless sounds). They will also know the international system of phonetic transcription (IPA) with preferably the latest versions. English vowels (Vowel Chart) and consonants will be described and transcribed. These fundamentals along with the more advanced concepts and theories of phonemic analysis, syllabic analysis, and connected speech characteristics will be taken up in further details in the next related course *ENGL 312 English phonetics and Phonology*).

Since the course will take a practical stance, students will be trained to pronounce correctly and intelligibly English sounds at both the segmental and Suprasegmentals levels: English vowels, diphthongs, consonants, syllable, stress and intonation. The use of both paper and electronic dictionaries to know the pronunciation of English words will be practiced (including of course phonetic transcription). Despite the natural overlaps with the next course, Suprasegmentals from Syllable to Intonation, will not be theoretically studied in any significant degree in this course and will be left to be studied thoroughly in *ENGL 312 English Phonetics and Phonology*.

to understand a wide range of English accents (native/non-native) (including the New Englishes accents), drawing on the growing tendency in modern EFL education to incorporate New Englishes alongside RP (see Jenkins, 2000). Jenkins argues strongly for a model of English phonology ( what she calls "Lingua Franca Core") that caters for accommodating nonnative-nonnative communication, based on" International Intelligibility", as English is now a 'Global Language' (rather than just focusing on the limited RP)

5. Pre-requirements for this course (if any): None





## 6. Co-requisites for this course (if any): None

## 7. Course Main Objective(s):

By the end of the course, students should be able to:

1. Describe key concepts and terms in Phonetics.
2. Distinguish between: Articulatory, Acoustic and Auditory Phonetics.
3. Distinguish between: Phone, Phoneme and Allophone; along with knowing the difference between Phonetics and Phonology.
4. Practice phonemic symbols.
5. Explain the difference between phoneme and allophone.
6. Outline the different distinctive features of English phonemes.
7. Pronounce English vowels and diphthongs correctly and intelligibly.
8. Pronounce English consonants correctly and intelligibly
9. Practice the production of English sounds with in a context (syllable, word, or at words boundary);
10. Practice and predict the stress on English words with different number of the syllable (monosyllabic, disyllabic and polysyllabic words).
11. Practice and predict the stress on the larger phonological construction (spoken phrase and sentence).
12. Discuss the differences between the sounds of English and the orthography of English.

Use Phonetic **Transcription** (IPA) to transcribe English sounds.

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	20	44
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> </ul>	25	56





No	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	20
2.	Laboratory/Studio	25
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate fundamental knowledge of the English sound system ((consonants, vowels, phonetic transcription, stress and intonation, etc.).	K1	Presentation Lecturing, Seminars Other alternative methods	Written test Quizzes
...	Identify the types of paragraphs			
2.0	Skills			
2.1	Cognition: Explain, discuss and analyze different components of the English sound system including ability to transcribe English words and phrases.	S1	Class discussion Lecturing	Oral tests, Midterm and Final Exam





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	- <b>Communication:</b> Pronounce English words and sentences correctly and intelligibly.	<b>S2</b>	Communicative drills , Lecturing YouTube videos	Oral tests, Presentation
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Show team work skills from their work on project, academic commitment, ethical principles and group discussions/ presentations	<b>V1</b>	Class discussion	Observation and presentation rubric

### C. Course Content

No	List of Topics	Contact Hours
1	Course introduction	1
2	Definition of phonetics and phonology and other related terms.	2
3	Basic terms and concepts in Phonetics.	3
4	Auditory, Acoustic and Articulatory phonetics	3
5	The Speech Tract (Organs of Speech).	6
6	Phonetic transcription (IPA)	3
7	Phonemic Symbols.	3
8	Phonemes/ allophones	3
8	Punctuation	3
9	Describing and pronouncing English Vowels and Diphthongs	6
10	Describing and pronouncing English consonants.	
11	Pronouncing English syllable (note that the theoretical study of English suprasegmental features will not be studied thoroughly here, and will be investigated in detail in <i>ENGL 312 English Phonetics and Phonology</i> )	6
12	Practicing and predicting English word/sentence stress	3
13	Practicing English intonation	3
14	Revisions, Midterm and Final	3





Total	45
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## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterms	6 & 12	30
2.	Assignments and participation	All the way through	10
3.	Projects/papers/presentations/reflections	All the way through	30
...	Final examination	Week 15	40

\* Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	<ul style="list-style-type: none"> <li>English Pronunciation in Use. (Intermediate) by Mark Hancock.</li> <li>Better English Pronunciation. J. D. O'Connor.</li> <li>English Phonetics and Phonology. Peter Roach.</li> </ul>
Supportive References	English Phonetics and Phonology: An Introduction. Phillip Carr
Electronic Materials	<a href="http://www.eslcafe.com">www.eslcafe.com</a> <a href="http://www.204.pair.com/ebaack">www.204.pair.com/ebaack</a> <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a> <a href="http://www.better.english.com">www.better.english.com</a> <a href="http://www.eviews.net/references.html">www.eviews.net/references.html</a> <a href="http://www.ohiou.edu/esl/english/index.html">www.ohiou.edu/esl/english/index.html</a> <a href="http://www.geocities.com/soho/atrium">www.geocities.com/soho/atrium</a>
Other Learning Materials	

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<p>Enough space is available at college for accommodating the students:</p> <ul style="list-style-type: none"> <li>Lecture rooms can accommodate up to 50 students.</li> <li>Laboratories accommodate up to 32 students.</li> </ul>



Items	Resources
<b>Technology equipment (projector, smart board, software)</b>	<ul style="list-style-type: none"> <li>Smart Boards, digital podiums and Internet facilities are available in the classrooms.</li> <li>Well -equipped language labs are available at the college for students during practical lectures.</li> </ul>
<b>Other equipment</b> (depending on the nature of the specialty)	<b>Current resources are sufficient.</b>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and coordinators	<p>#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.</p> <p>#A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.</p> <p># A "Program evaluation" questionnaire done by the students at the end of each term.</p> <p>experience evaluation" questionnaire done by the students at the end of each term.</p> <p># A "Program evaluation" questionnaire done by the students at the end of each term.</p>
Effectiveness of Students assessment	Instructors and coordinators	<p># Revising study plans of the department by the college committee of Academic Study Plans.</p> <p># Quality check by colleagues and Head of the Department.</p>
Quality of learning resources	<b>Students and instructors</b>	<b>Surveys</b>
The extent to which CLOs have been achieved	Course coordinators/ quality unit	<b>Quality unit/ check/ CLOS reports</b>



Assessment Areas/Issues	Assessor	Assessment Methods
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Department Board/Council; Academic Board and Committee for Course/Curricula Development
<b>REFERENCE NO.</b>	4
<b>DATE</b>	

